

- حافظ على الصلاة ؛ فالصلاة عماد الدين.
- أطع والديك وأحب زملاءك.
- أطع معلمك ومعلمتك وأحبهما.
- حافظ على نظافة كتبك وأدواتك.
- حافظ على كل جزء من مدرستك.
- احترم قواعد المرور.

دار مكة المكرمة للطباعة والنشر



Arab Republic of Egypt
Ministry of Education
Book Sector

MATHEMATICS

For Primary 1

First Term







2015 - 2016

غير مصرح بتداول هذا الكتاب
خارج وزارة التربية والتعليم



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Mathematics

For Primary 1
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Authors:

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Introduction

A foreword to Teachers and Parents

Dear teacher and parent,

We are pleased to present you with this book as part of a developed chain of mathematics textbooks. For maximum benefit, please note the following:

1- Before solving the verbal problems, please read them out carefully to your pupils and make sure they are understood.

2- There are multiples correct methods to answers to some of the problems. It is sufficient for your pupils to mention only one or some according to what is required in the problem. It is with these types of questions that we hope to develop our pupils' creativity.

3- An attempt has been made to remove barriers between mathematics and other areas of knowledge, and practical life, according to "curriculum integration". If today's scientists are mainly concerned with "the unity of human knowledge", then the best time to start is the primary stage. Therefore, it is expected that every single detail in the book will be given attention and care even if it does not belong to "mathematics" in the narrow sense of the word.

4- Some affective aims have been included in this curriculum. This is achieved by forming attitudes towards some social issues (such as the over population) besides developing appreciation and interests towards the study of mathematics. Therefore, required discussions, comments, and other like responses should not be ignored under the pretext that they are not included in school tests.

5- It is not only the customary standards of education in Egypt that have been given apparent attention, but also modern trends in the teaching of mathematics. Among these are presenting comprehensive knowledge of numbers before details pertaining to place value and performing arithmetic operations.

6- In the course of designing this book, circumstances of Egyptian schools have been taken into consideration. Hence the use of measuring tools and the performance of practical experiments have been kept to a minimum.

7- There are activities and exercises at the end of each unit. The exercises are typical of the preplanned output of each unit. The activities, however, might sometimes exceed the contents of the unit with the purpose of reviving extra-curricular activities in mathematics. These, in general, support the output of the unit and can be viewed as enrichment activities at the same time.

May God guide us all to what is in the best interest of our beloved country.

The authors

Table of Contents

Unit 1
Sets





Lesson 1

Classifying into Sets
Set

Activity

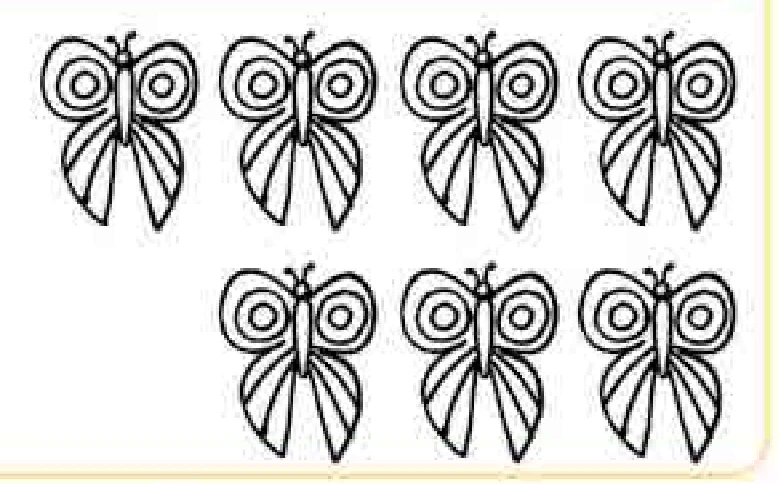
Notice the collections of following things

These things are named sets

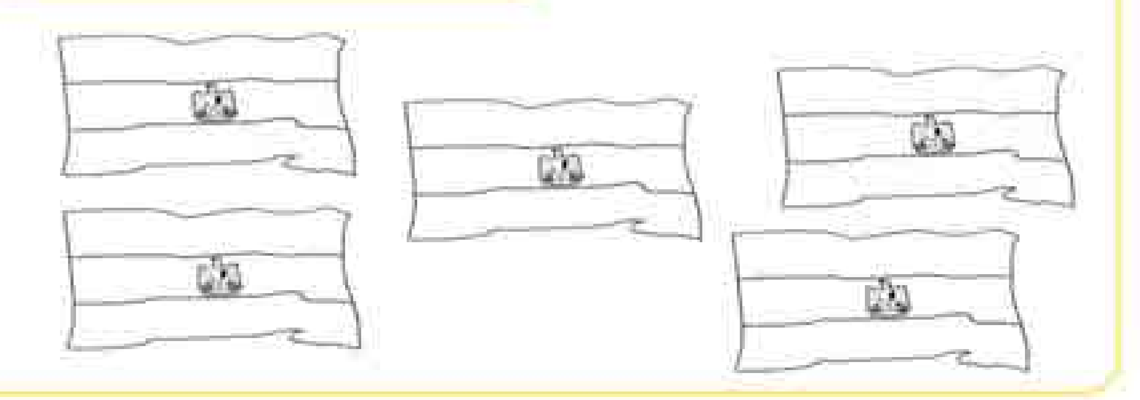
- Set of cars
- Set of flowers
- Set of bicycles

- Teacher should insure the concept of the set and its classifying according to colour and kind.

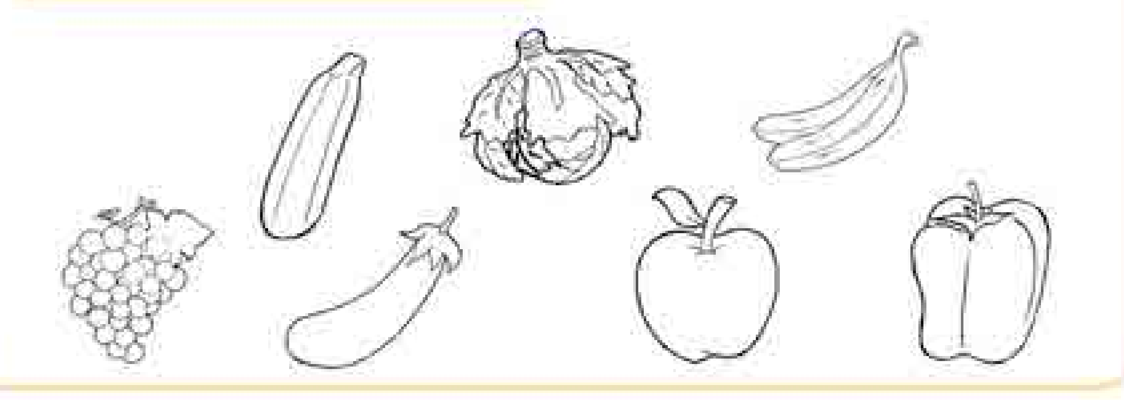
(1) Colour the set of butterflies:



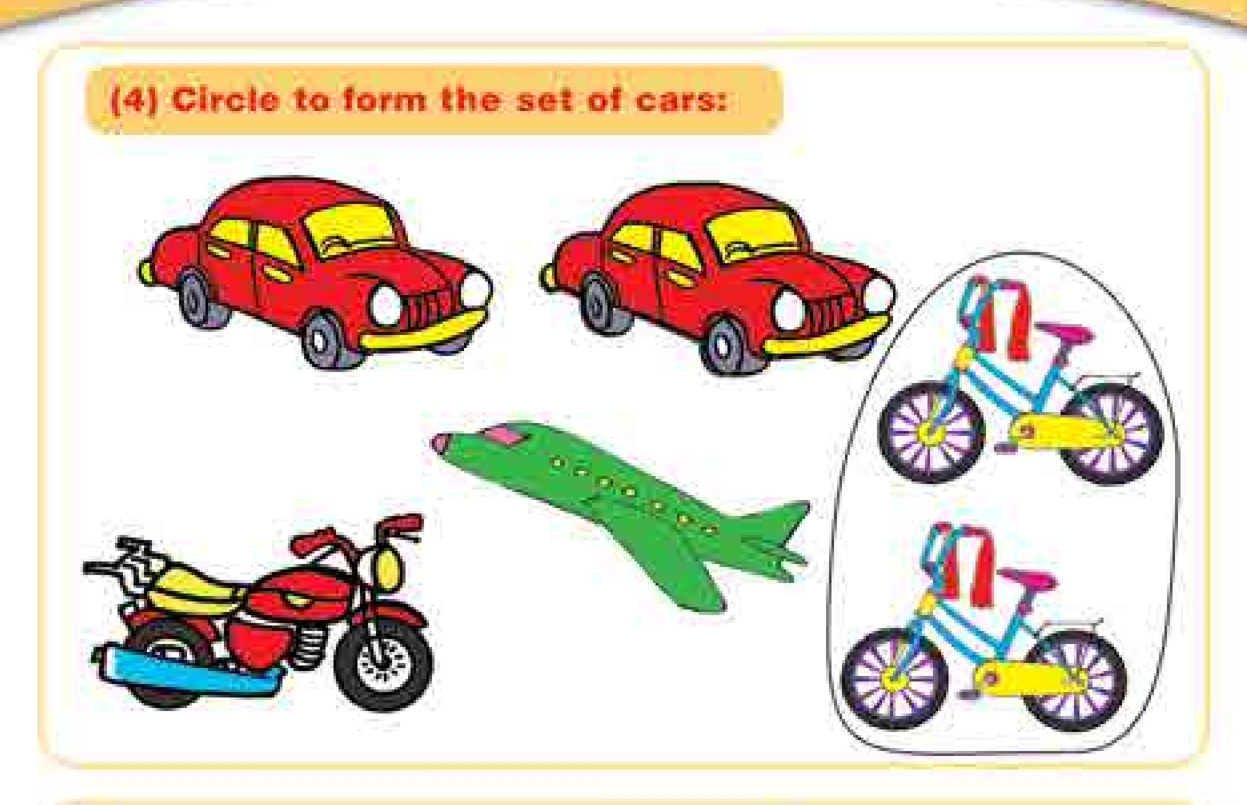
(2) Colour the set of flags:



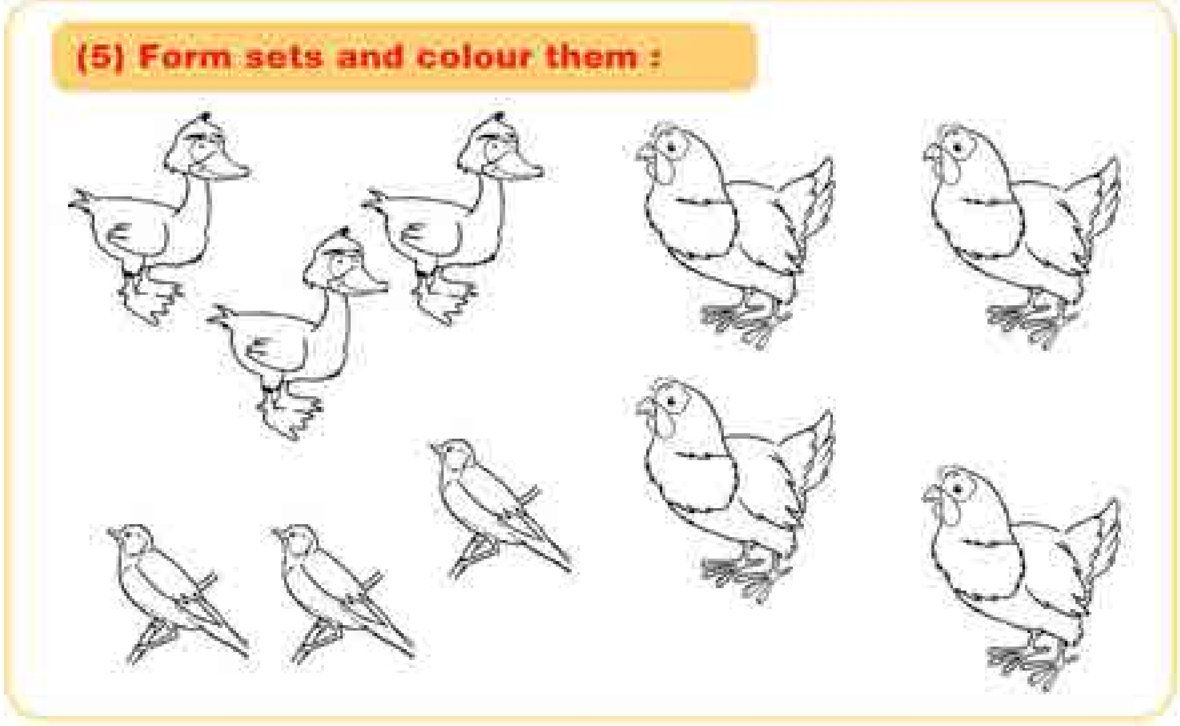
(3) Colour the set of fruits:



(4) Circle to form the set of cars:

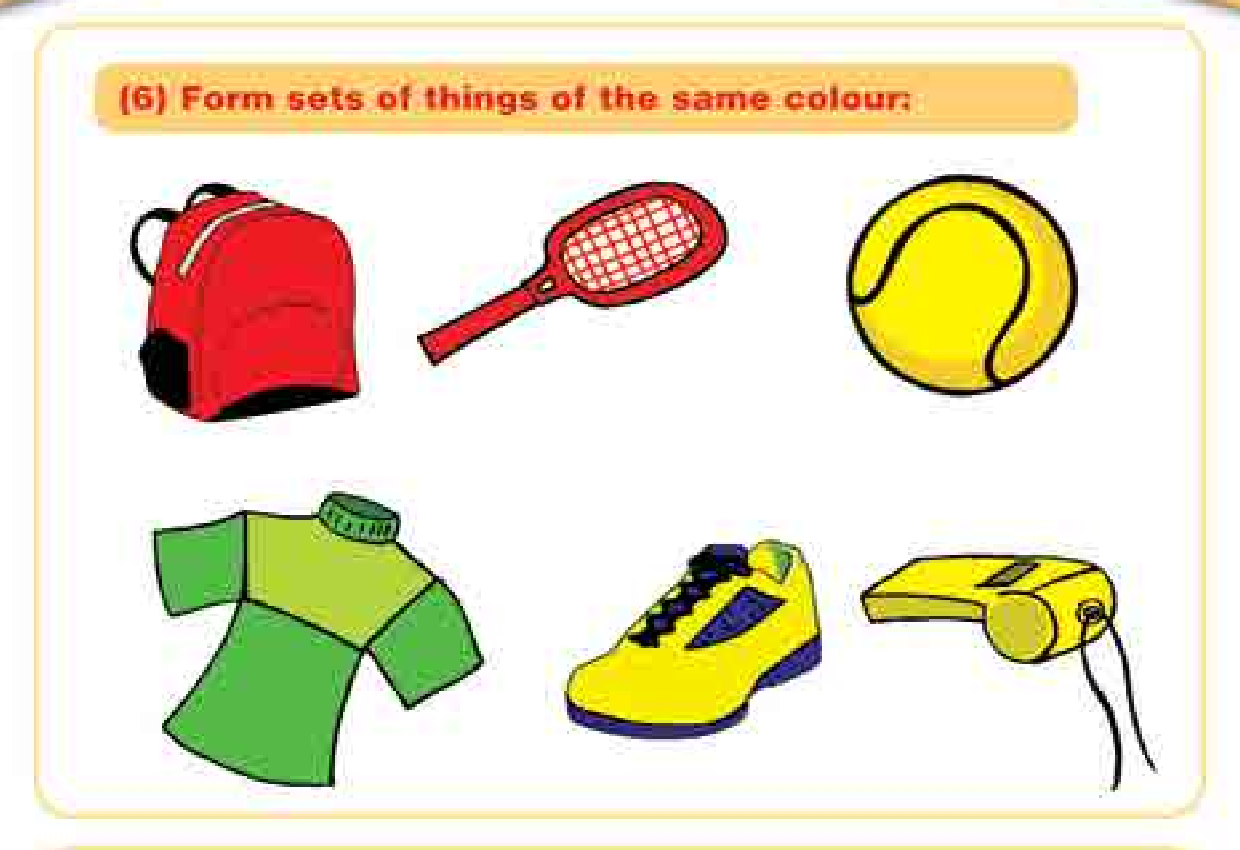


(5) Form sets and colour them :

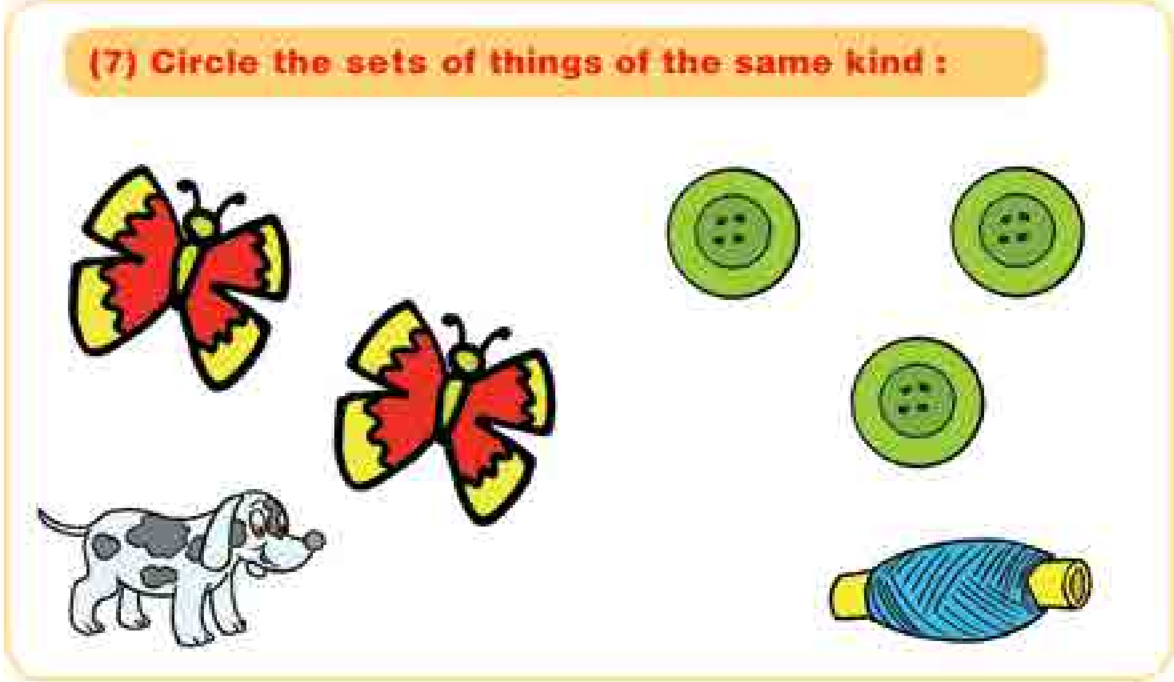


- Teacher explains that similar birds should be circled together.

(6) Form sets of things of the same colour:



(7) Circle the sets of things of the same kind :



- Teacher explains that there are sets consist of one element.

(8) Classify according to :

(a) Colour :

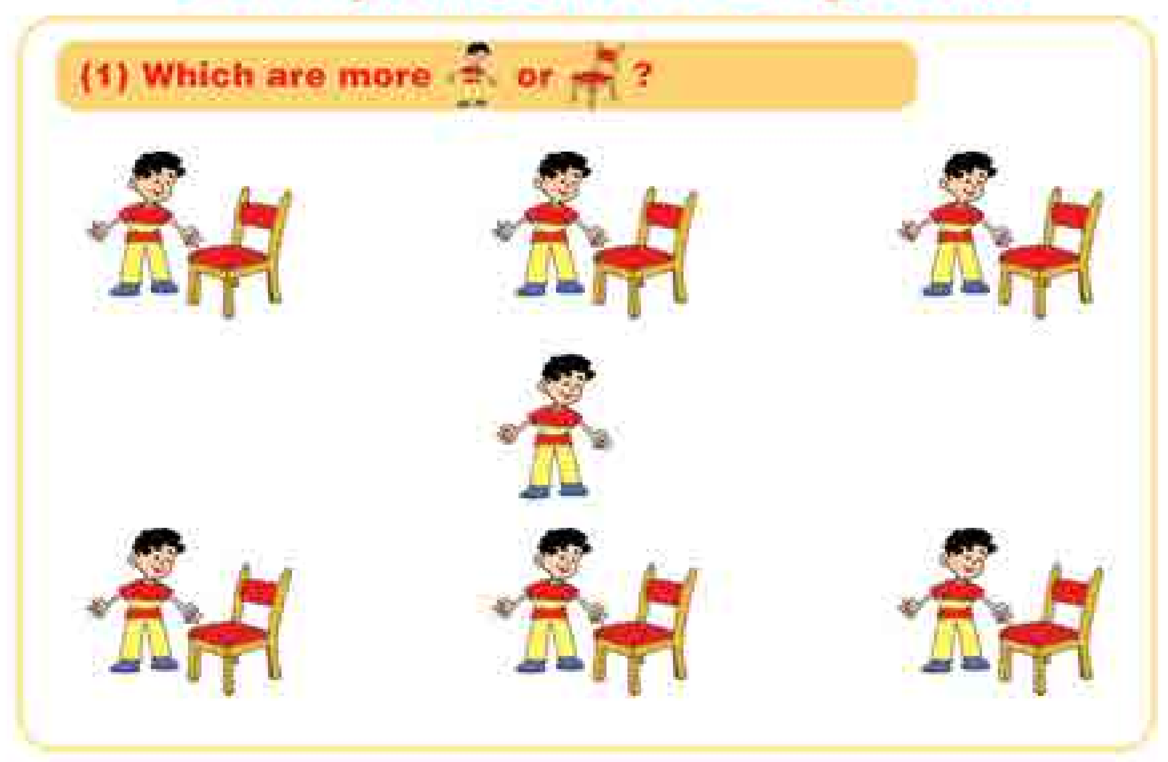
(b) Figure :

(9) Join according to colour :

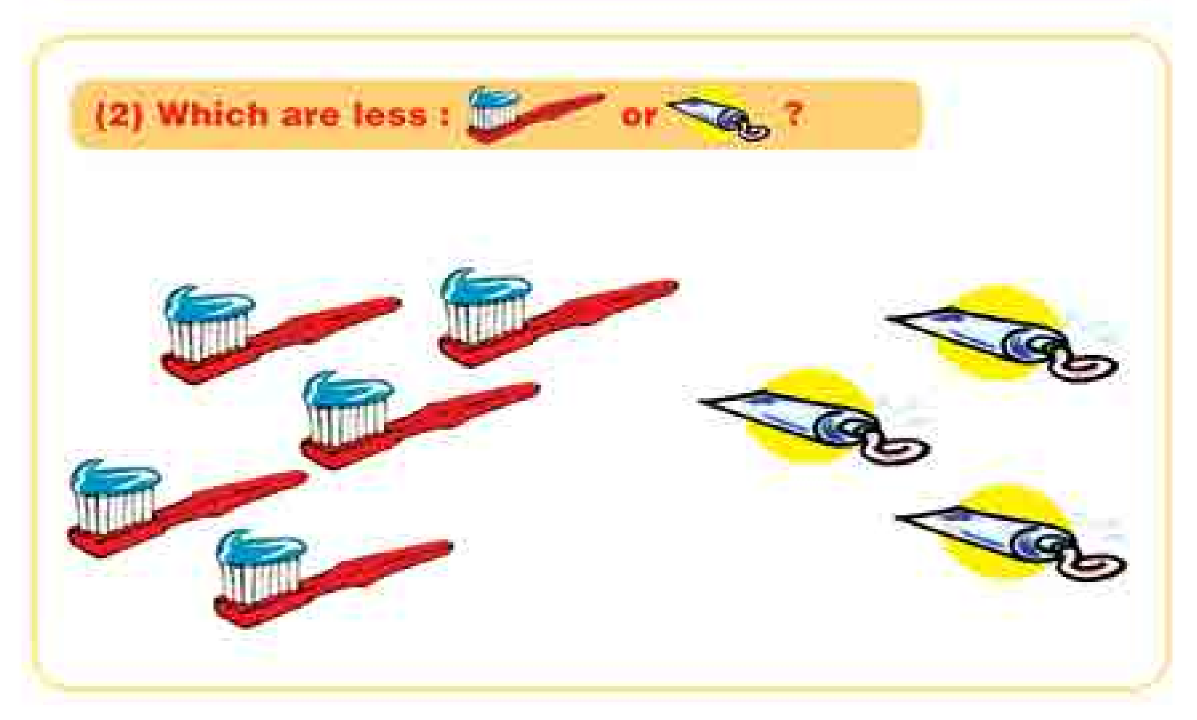
Lesson 2

Comparison among Sets

(1) Which are more or ?

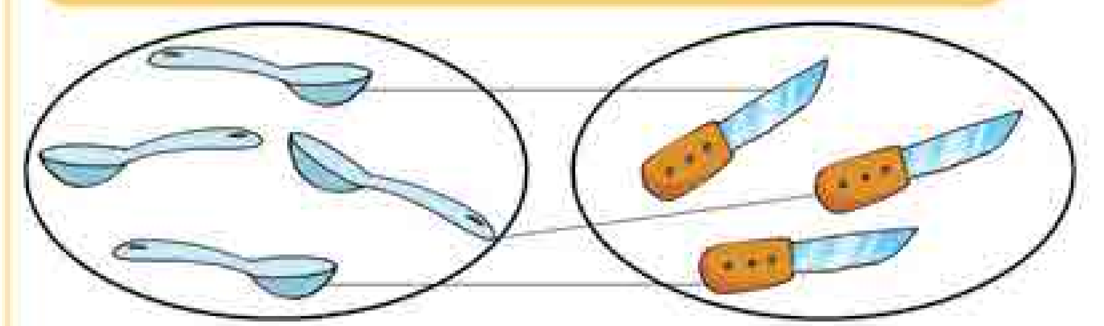


(2) Which are less : or ?



- In activity (1) teacher asks: Is there a chair for every child ? And teacher insures the concept of equality, more than or less than.

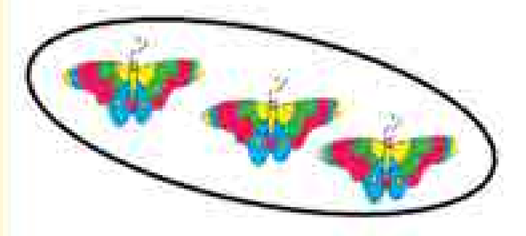
(3) Complete using "less than" or "more than":

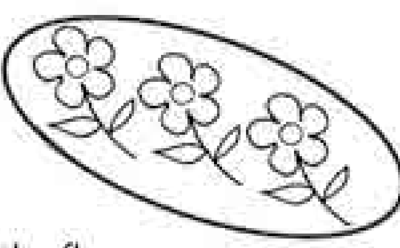


The spoons are .... the knives.



The glasses are .... the plates.

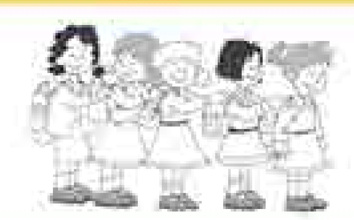


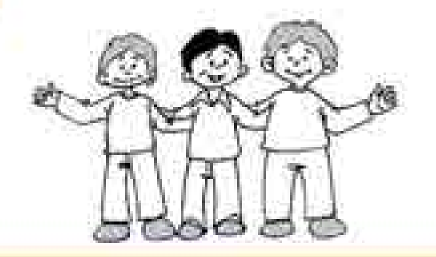




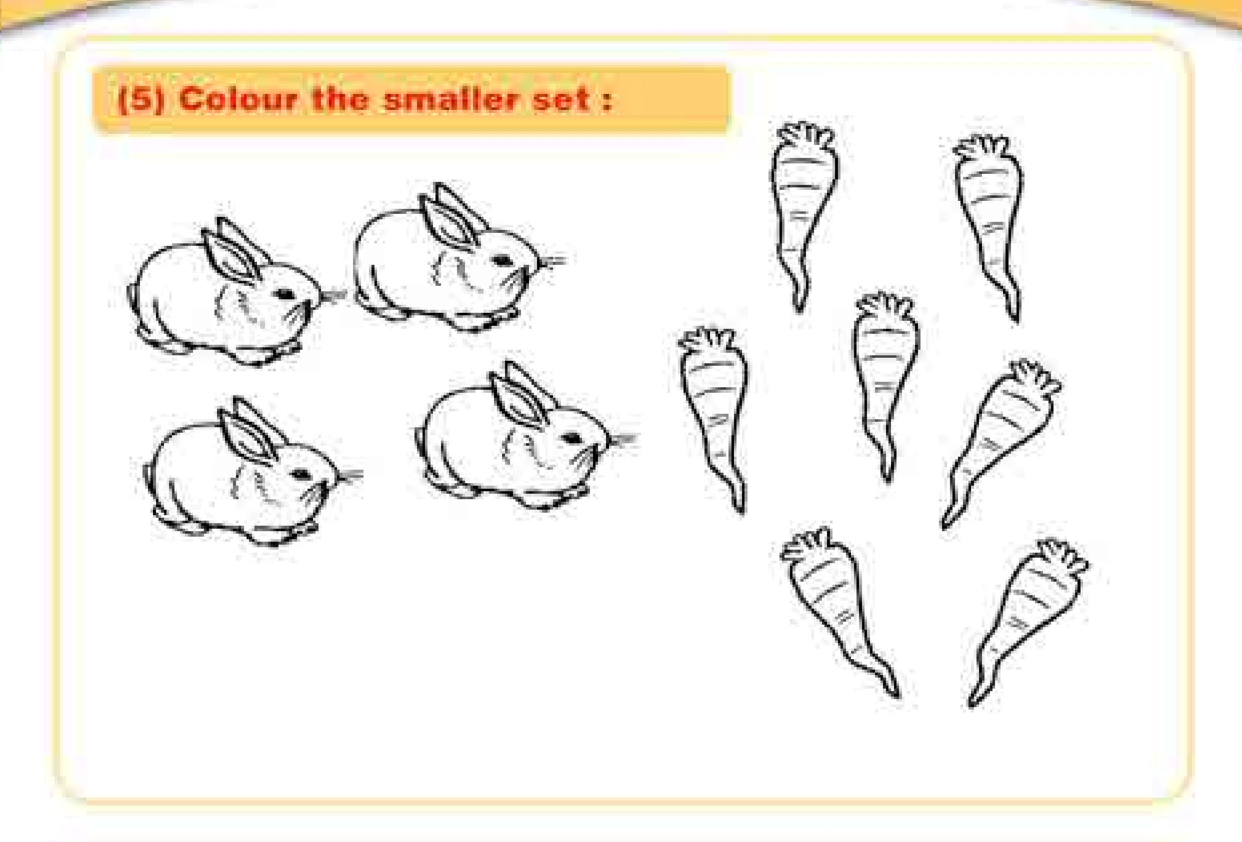
The butterflies .... the flowers.

(4) Colour the bigger set :

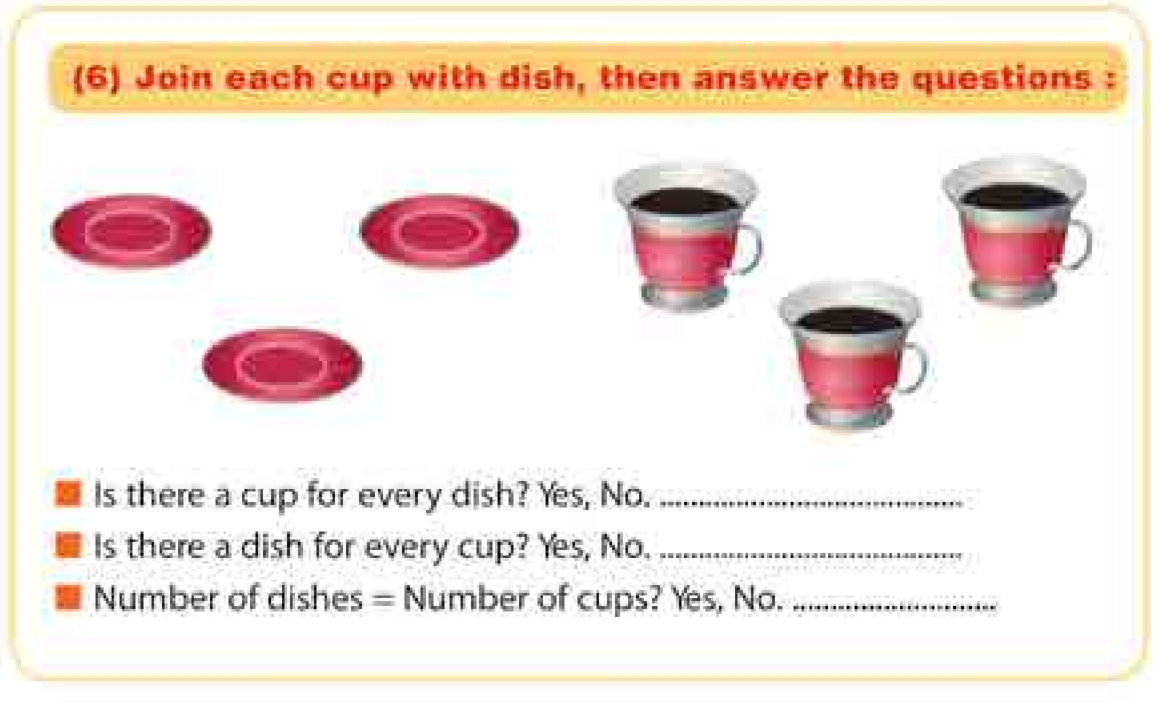




(5) Colour the smaller set :



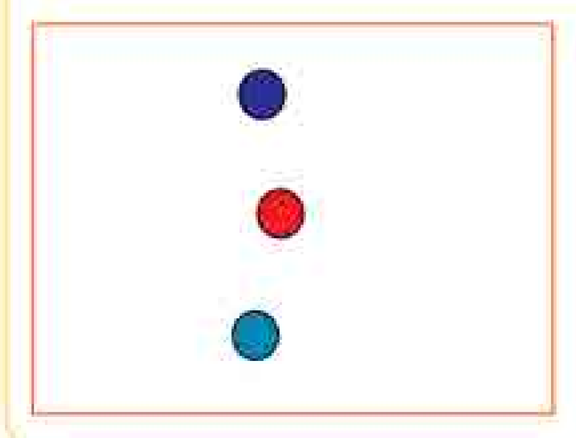
(6) Join each cup with dish, then answer the questions :

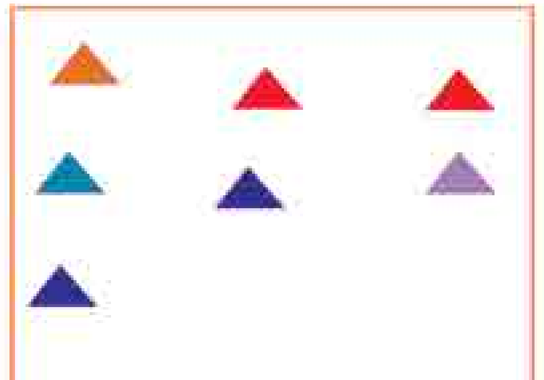


- Is there a cup for every dish? Yes, No. ....
- Is there a dish for every cup? Yes, No. ....
- Number of dishes = Number of cups? Yes, No. ....

- Teacher reads the questions for pupils.

(7) Draw circles so that the two sets have the same number of elements :





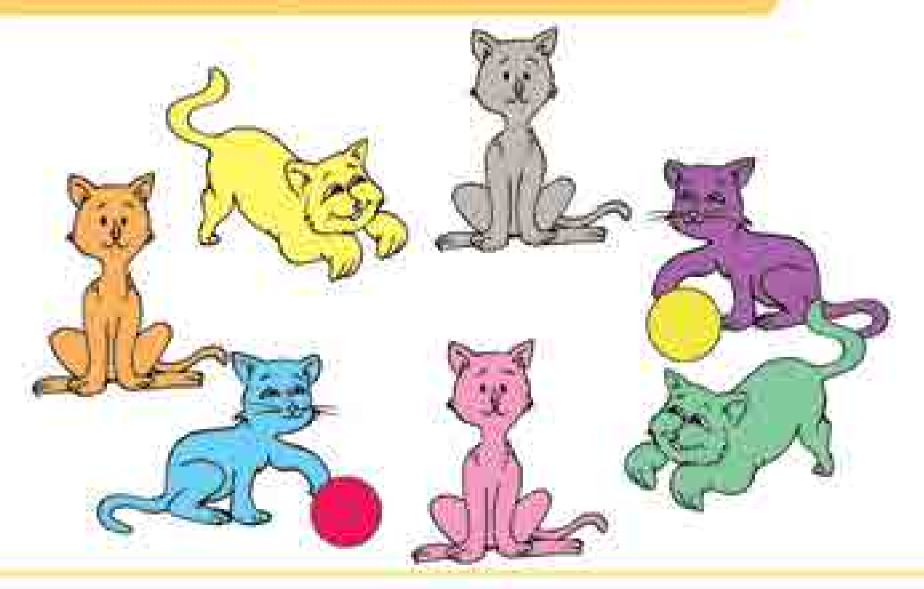
(8) Put (✓) under the box that makes every child takes a ball:



(9) Which are more :



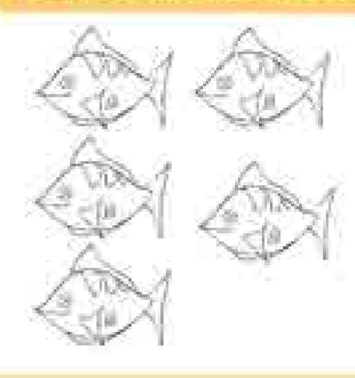
(10) Draw the missing balls in front of each cat :



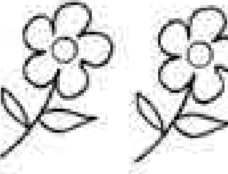
(11) Form sets, then colour the smaller set :

△ △ △ △ △ □ □ □ ○ ○ ○ ○

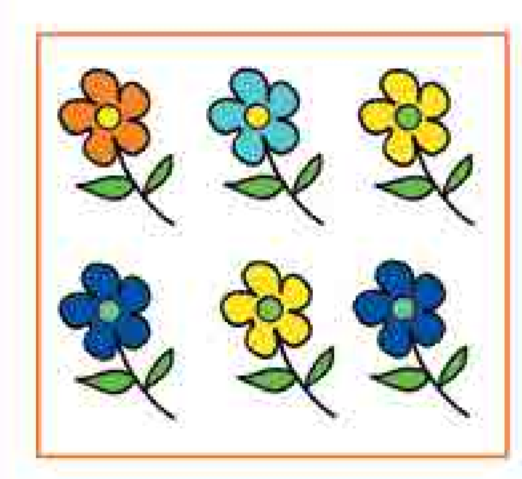
(12) Form sets, colour the greater set :

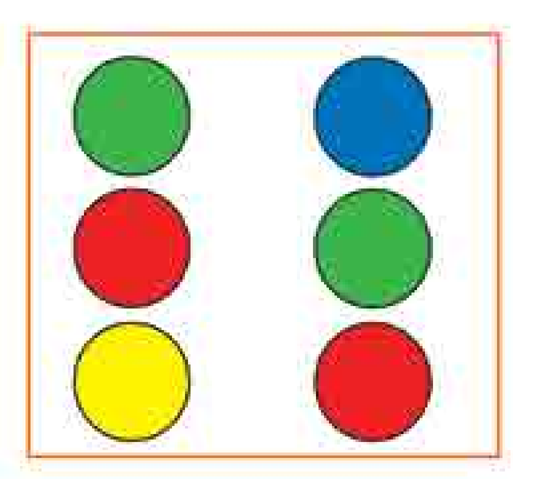




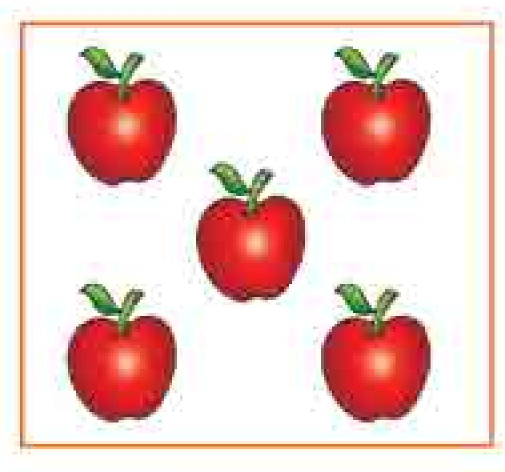




(13) Join the sets that have equal numbers of elements:





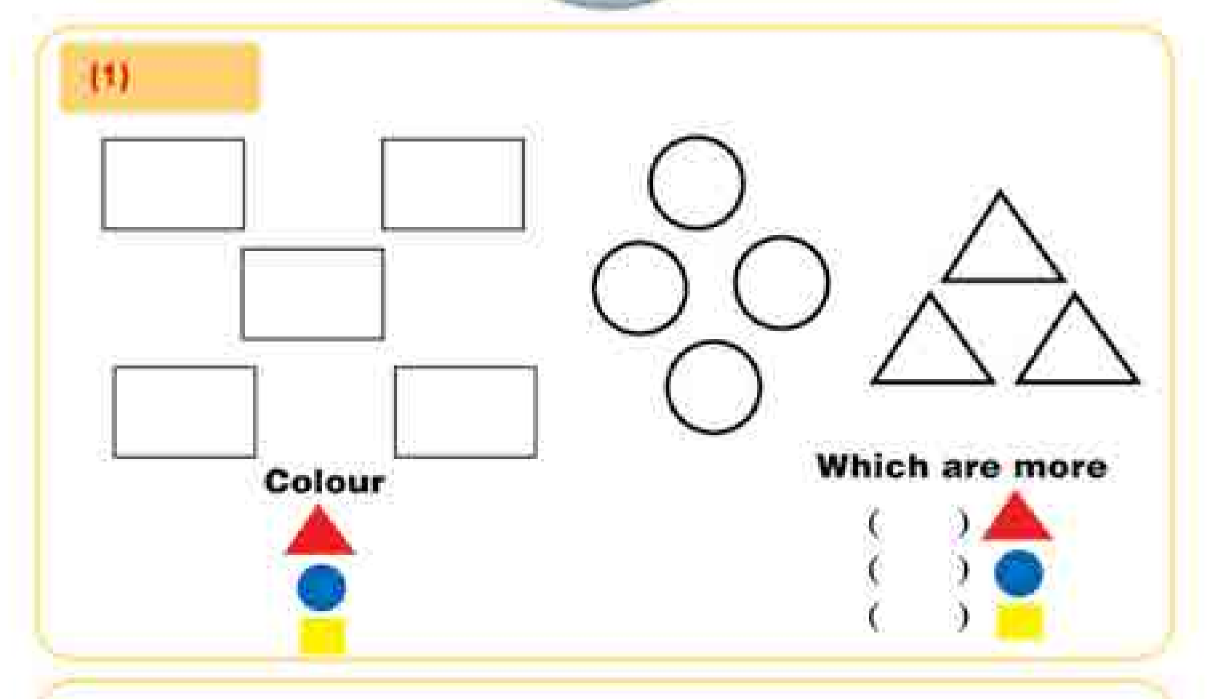




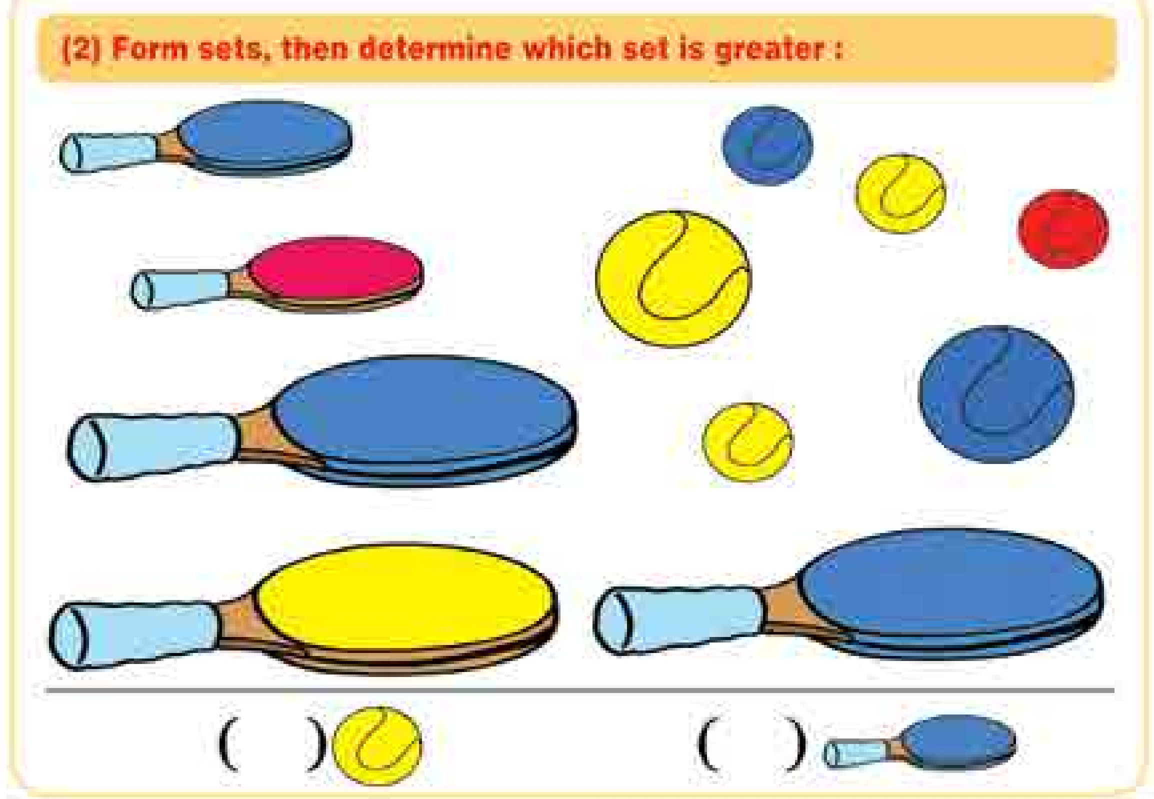
Activites

Unit 1

(1)



(2) Form sets, then determine which set is greater :

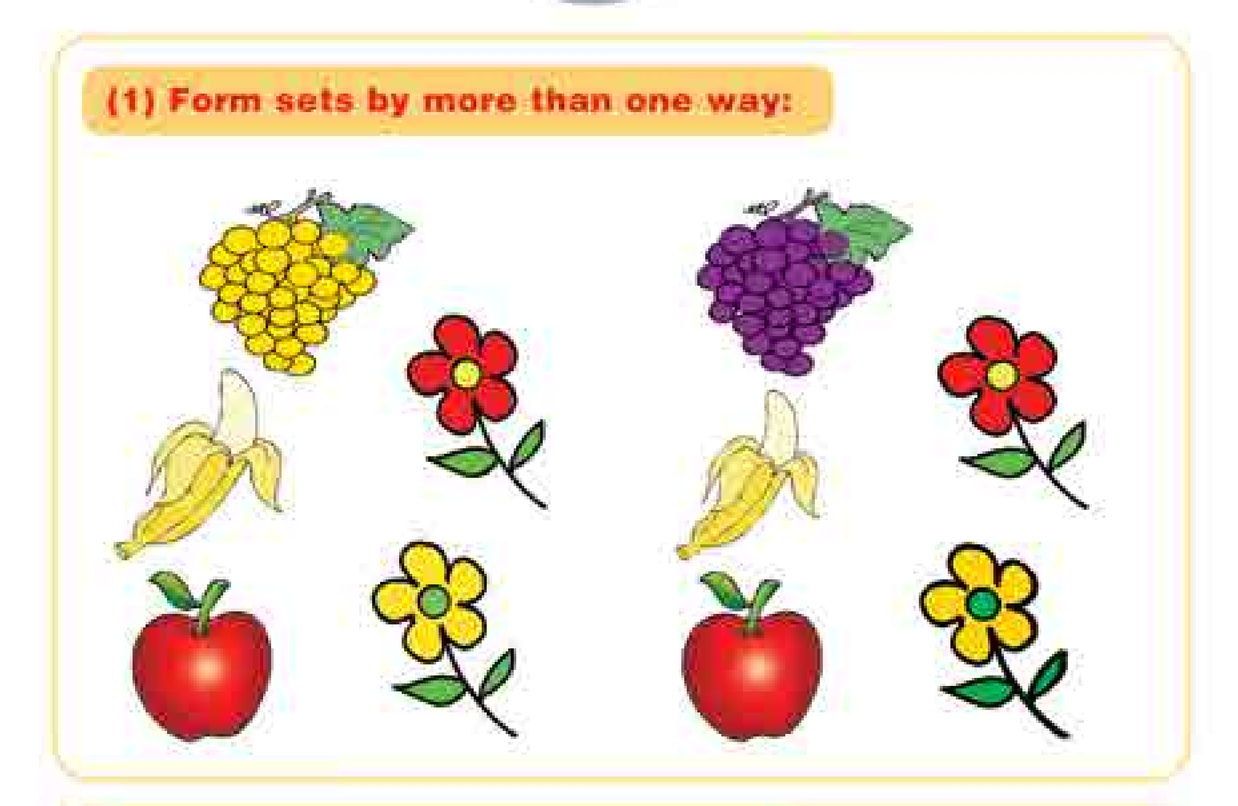


- Teacher explains that classifying into sets is according to colour and figure, then puts (✓) in front of the greater set.

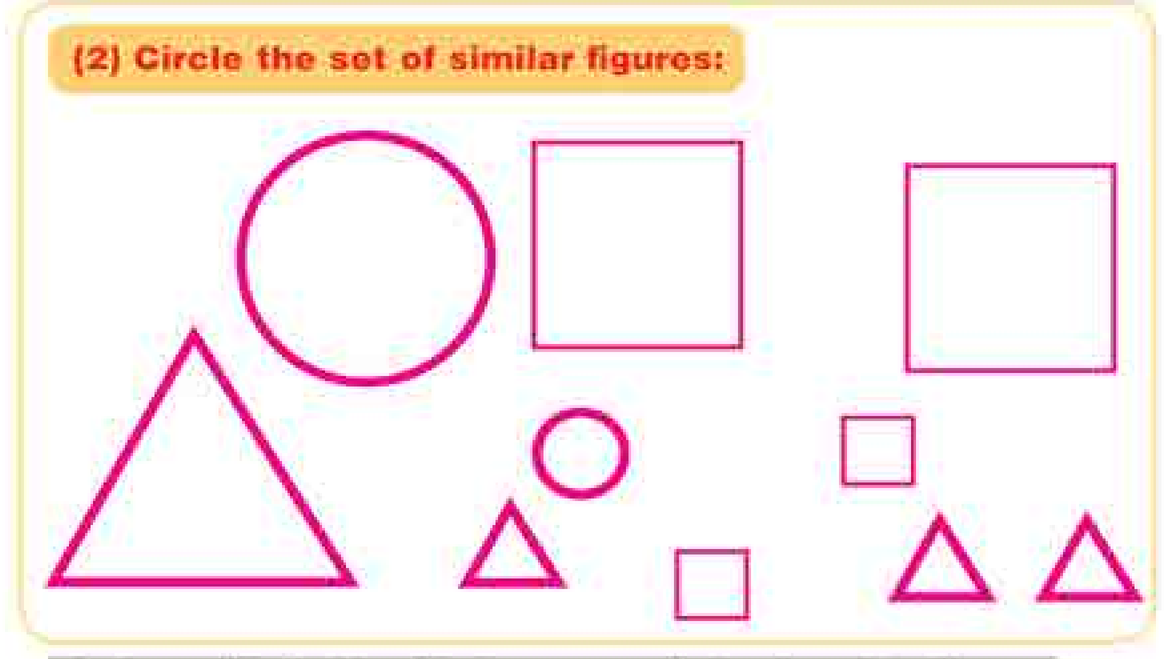
Exercises

Unit 1

(1) Form sets by more than one way:

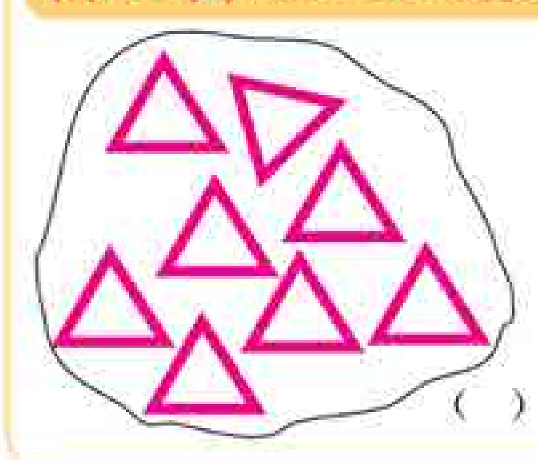


(2) Circle the set of similar figures:

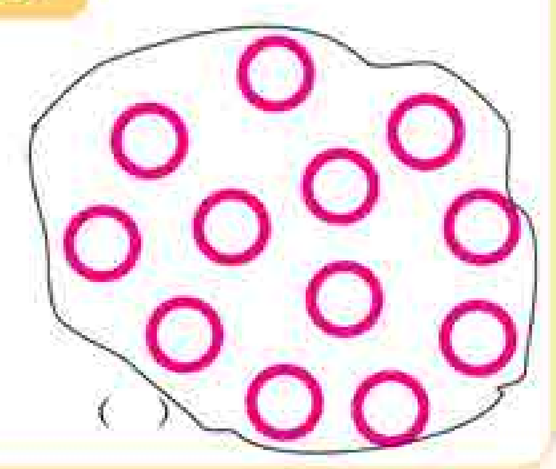


- Teacher explains that classifying in once according to colour and another according to kind.

(3) Put (✓) under the bigger set:

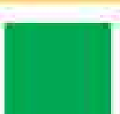
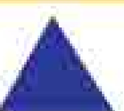


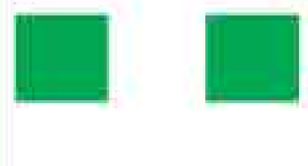
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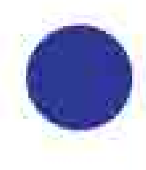
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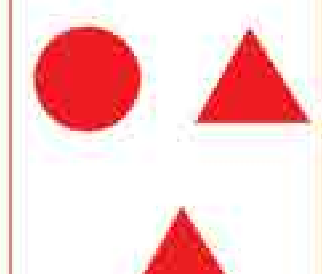
(4) Join each of the following figures to the suitable set by colour:

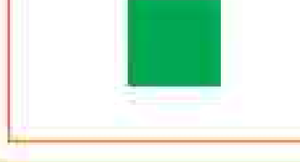
    









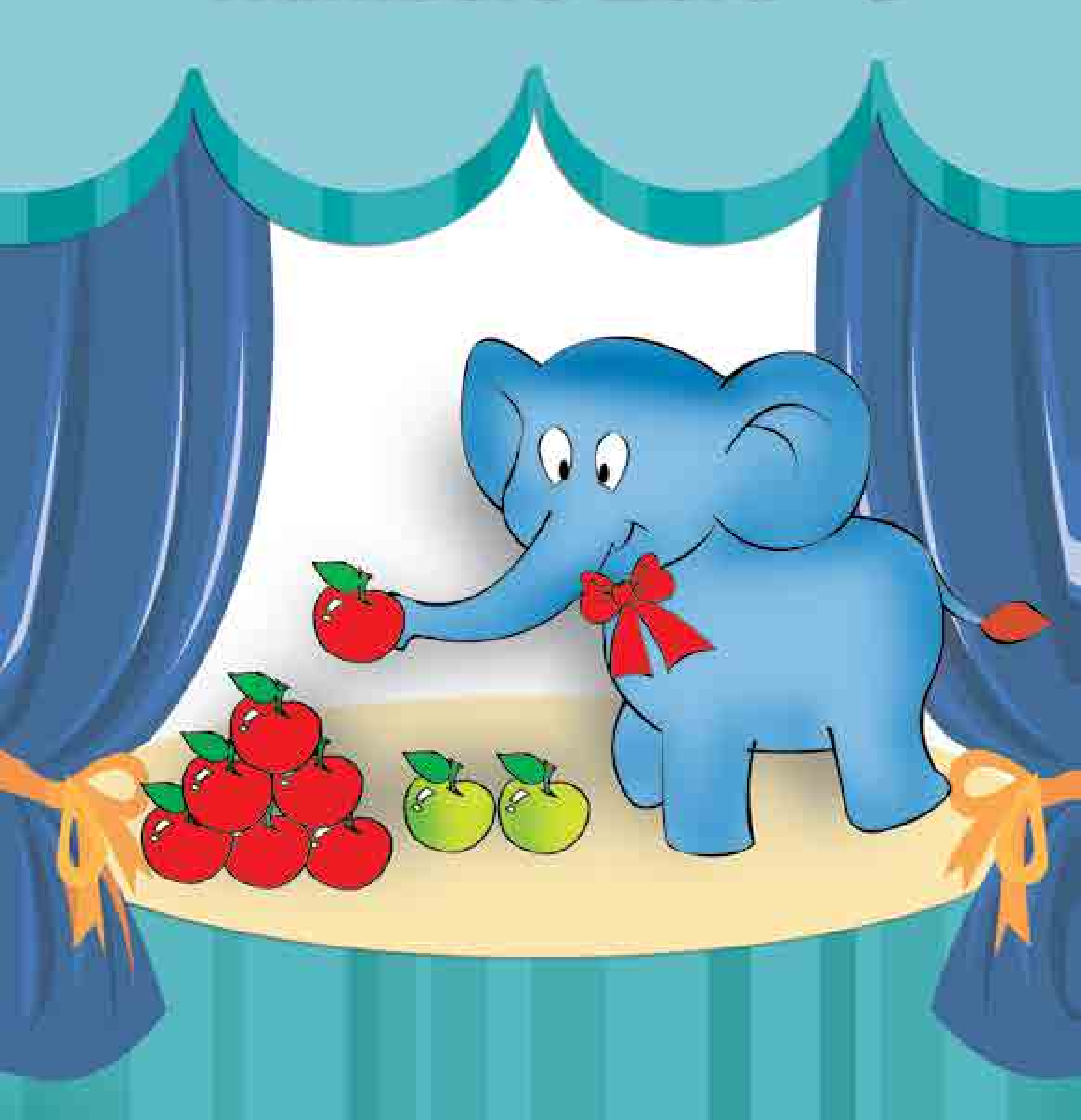




(5) Complete the second figure by drawing the same dots in their suitable places:

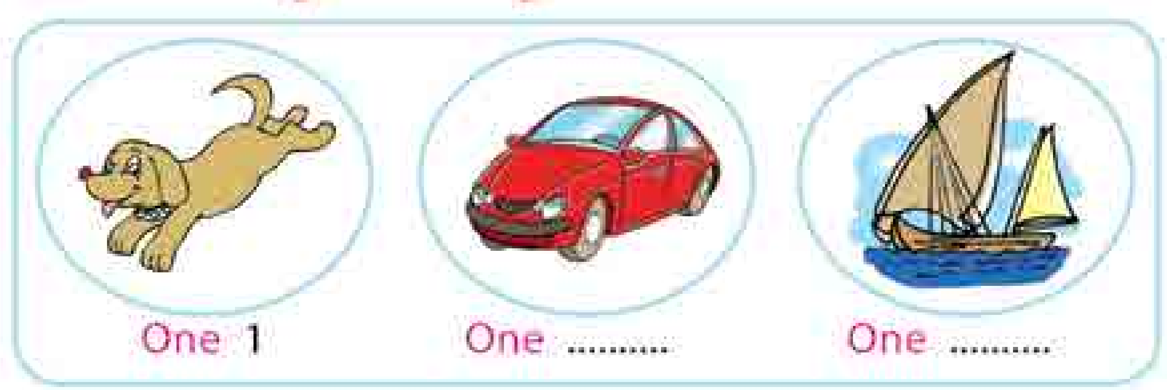
Unit 2

Numbers Zero - 9

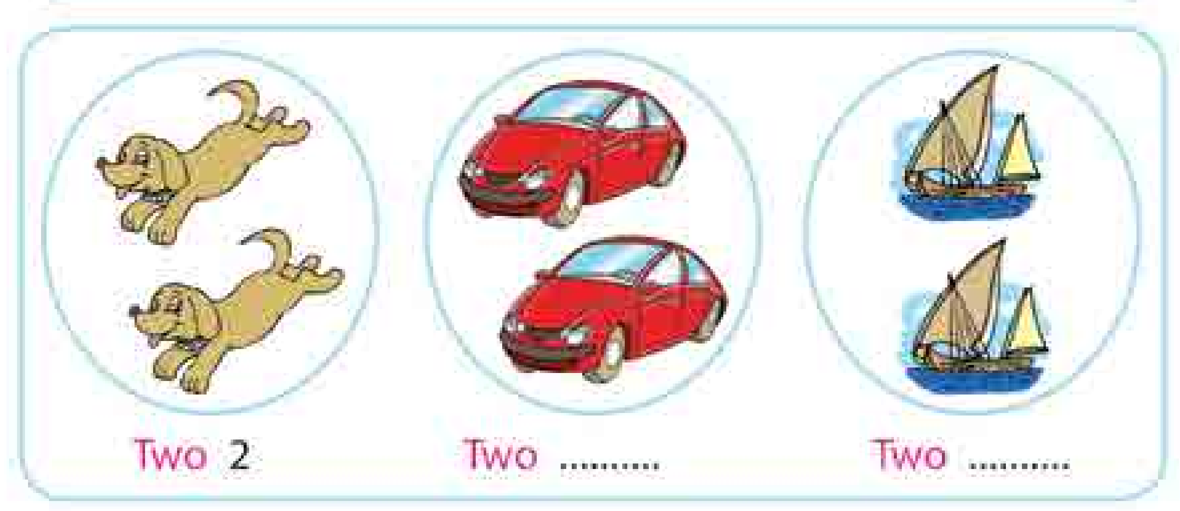


Numbers 1, 2, and 3

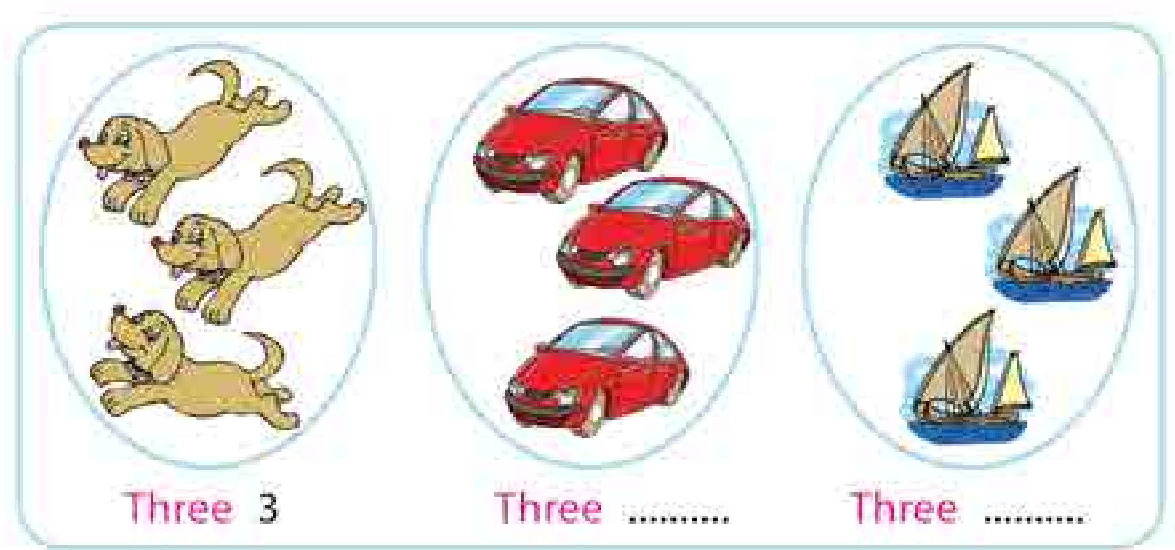
Preliminary Activity



One 1 One .... One ....



Two 2 Two .... Two ....



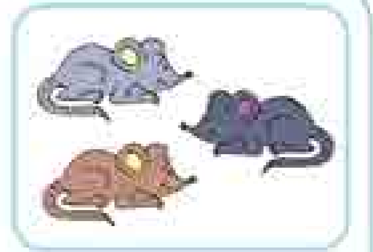
Three 3 Three .... Three ....



One 1



Two 2



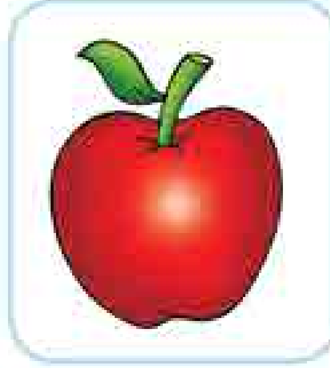
Three 3

(1) What is the number of elements in each set? (Circle the correct answer.)

An example:



1 (2) 3



1 2 3



1 2 3

(2) Write the number:



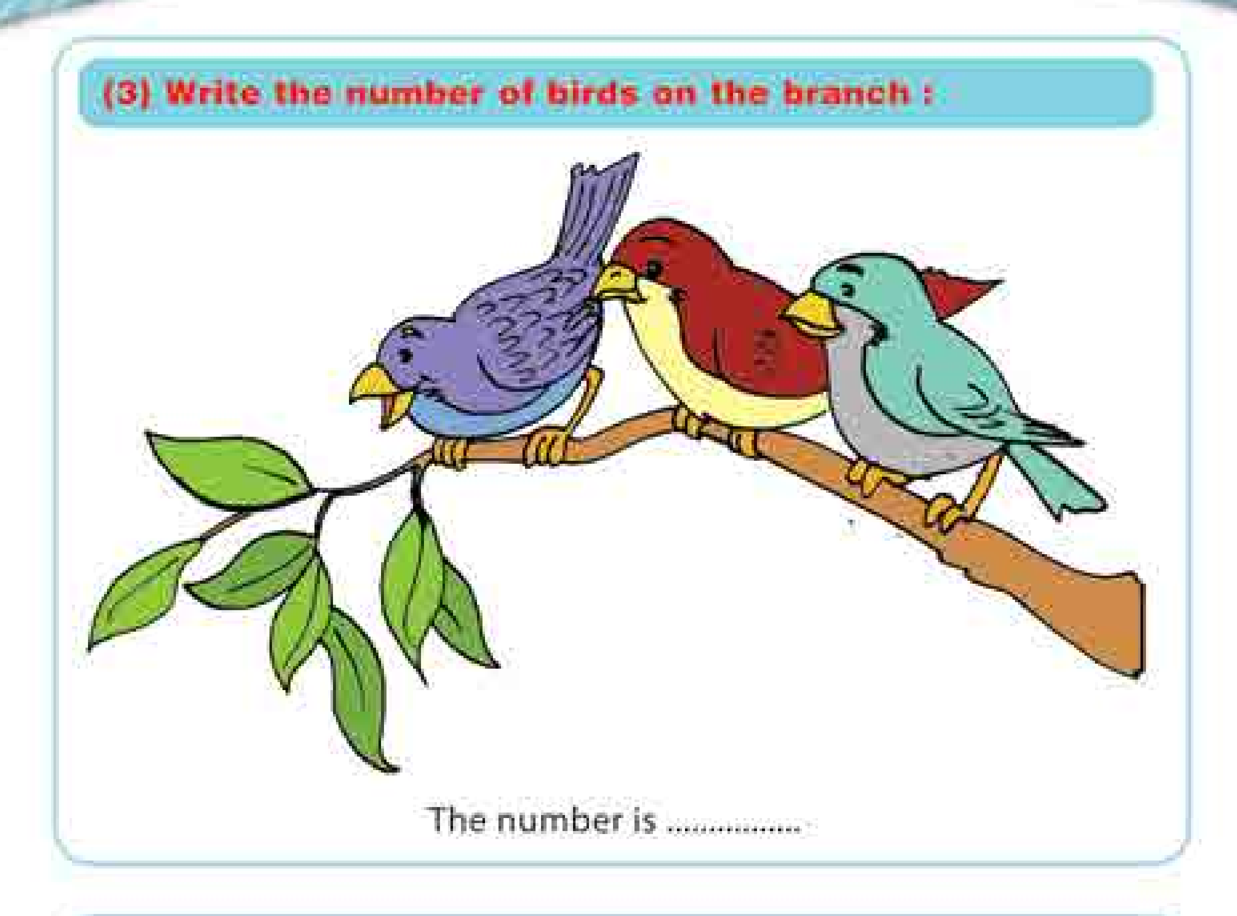
....



....

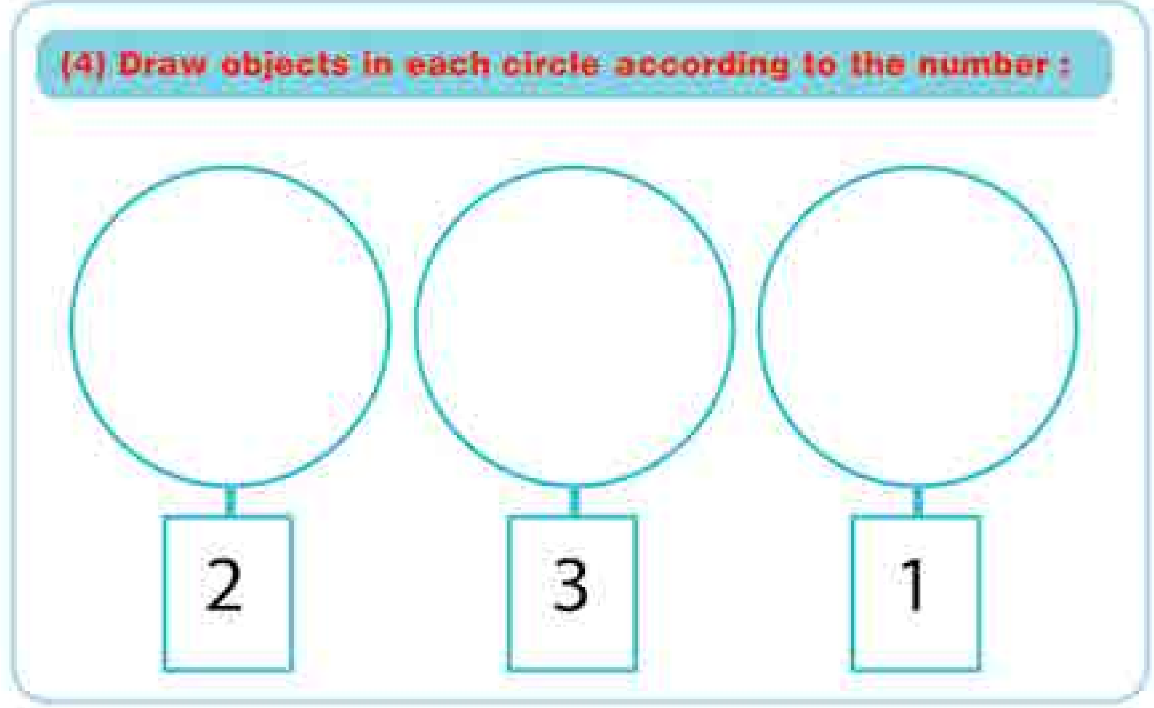
....

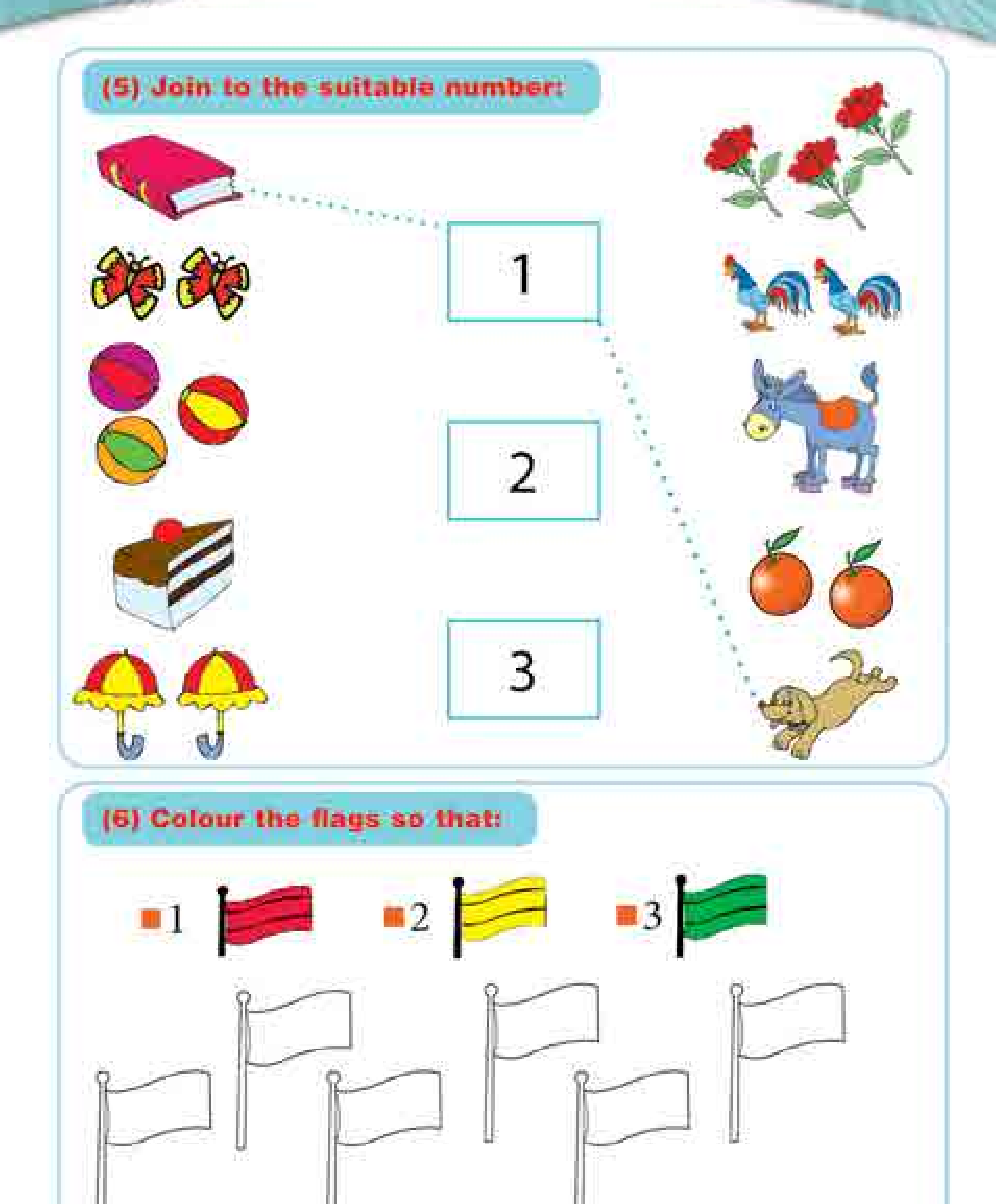
(3) Write the number of birds on the branch :



The number is ....

(4) Draw objects in each circle according to the number :





- Teacher explains that we want to colour one flag with colour (1), two flags with colour (2) and three flag with colour (3).

(7) Write the shown number:

1	1	1	1	1				
2	2	2	2					
3	3	3	3					

(8) Answer the following questions:





a) How many colours are there in Egypt flag? (without the colour of eagle)

....

b)* How many ears are there in the face?

....

* How many noses are there in the face?

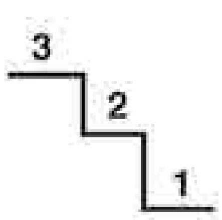
....

* How many eyes are there in the face?

....

c) What is the number of the Pyramids?

....



(9) Complete:

3
2
1

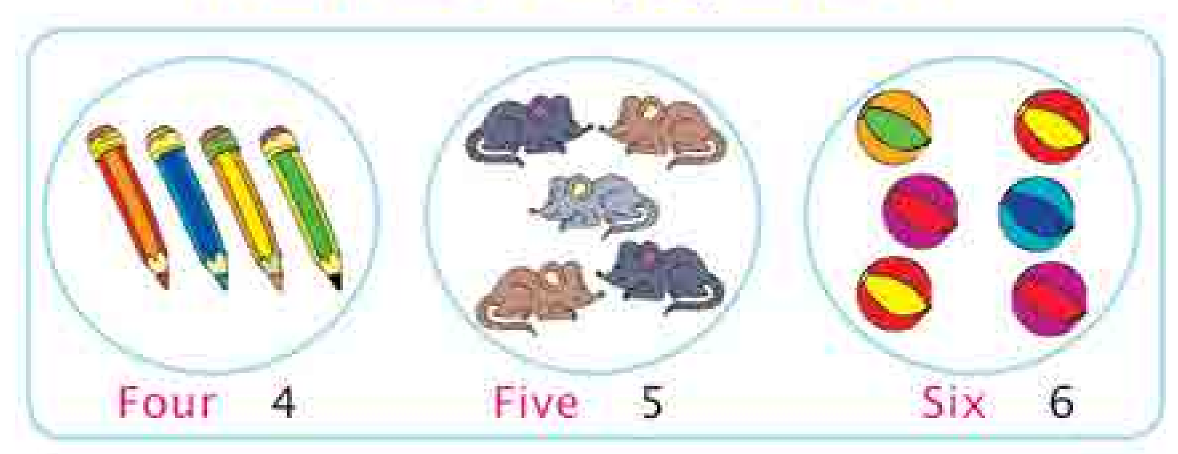
a) Numbers can be ordered 1, ... , ...
or they can be ordered 3, ... , ...

b) 2 is greater than ....

c) 1 is smaller than ..... and also smaller than ......

- Teacher reads and explains exercise (8) and (9) for pupils.

Numbers 4, 5, and 6



Four 4 Five 5 Six 6

(1) What is the number? (Circle the correct answer.)

An example:

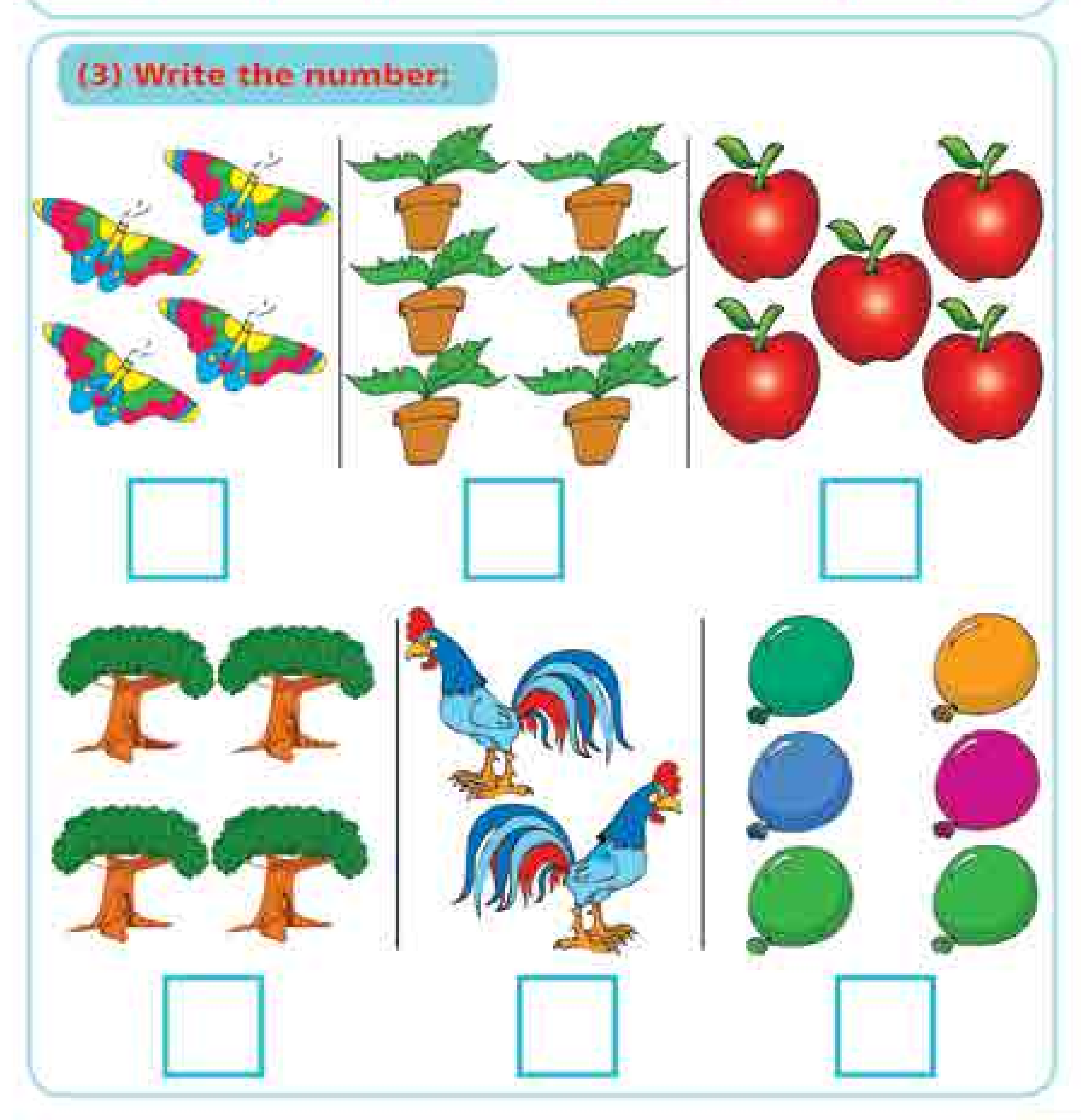
(4) 5 6 | 4 5 6 | 4 5 6

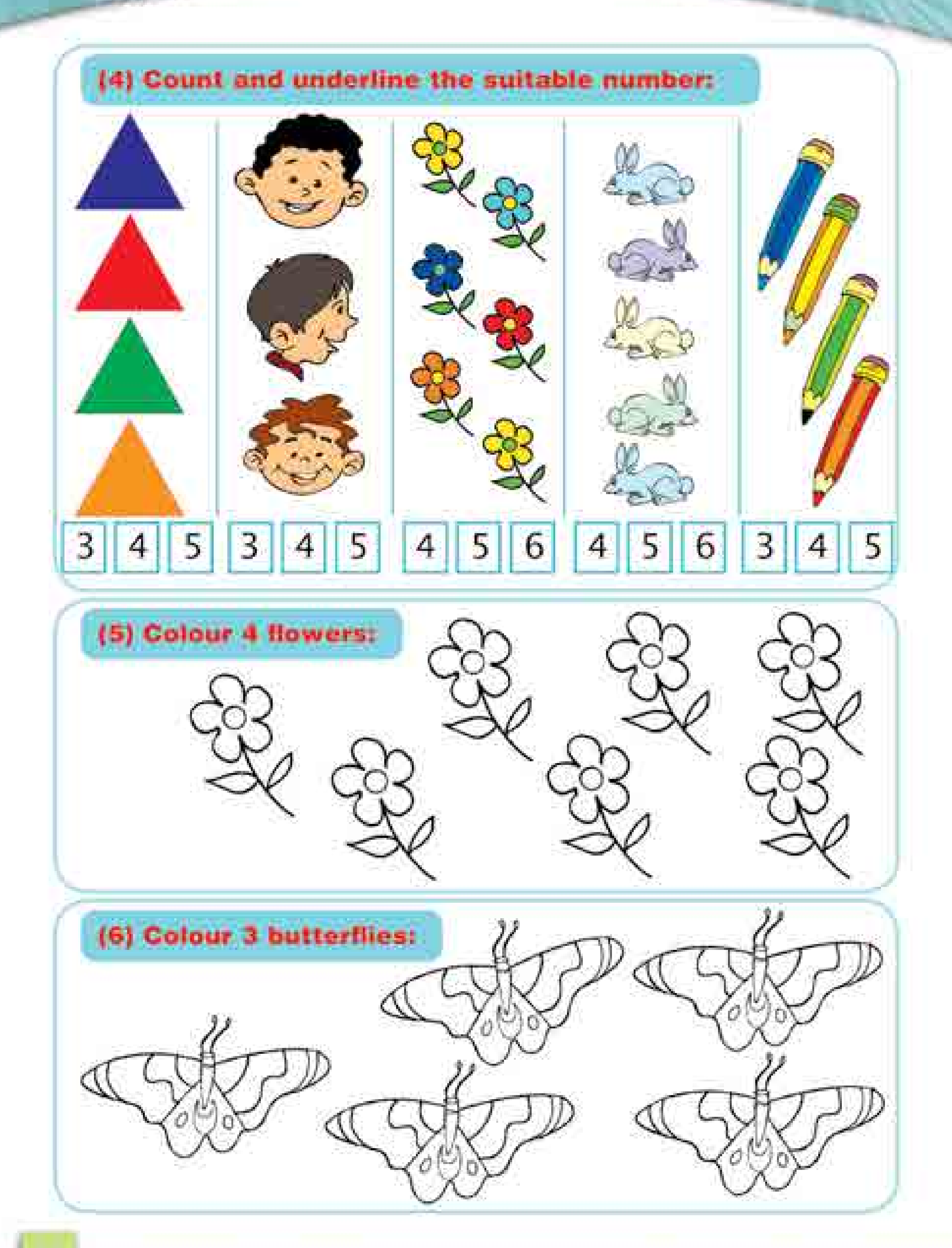
4 5 6 | 4 5 6 | 4 5 6

(2) Write the shown number:

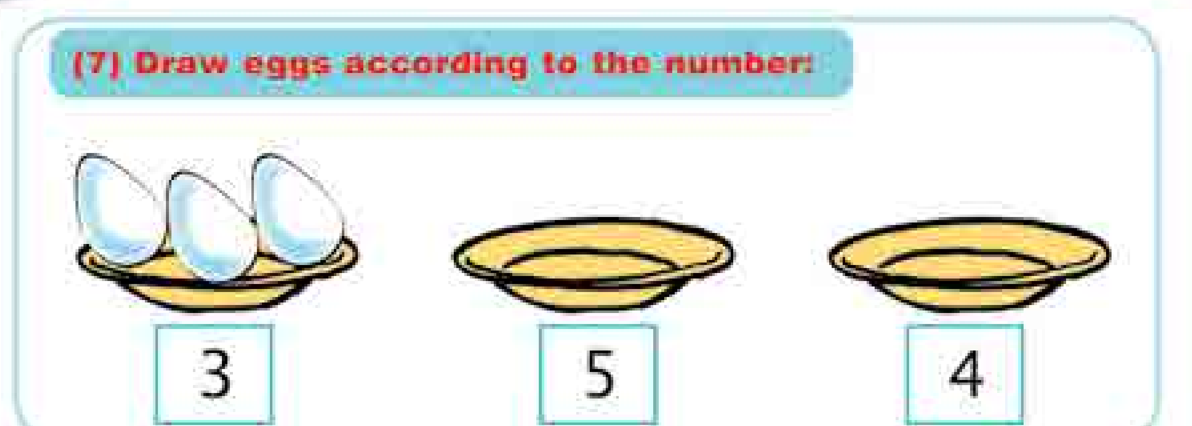
4	4							
5	5							
6	6							

(3) Write the number:

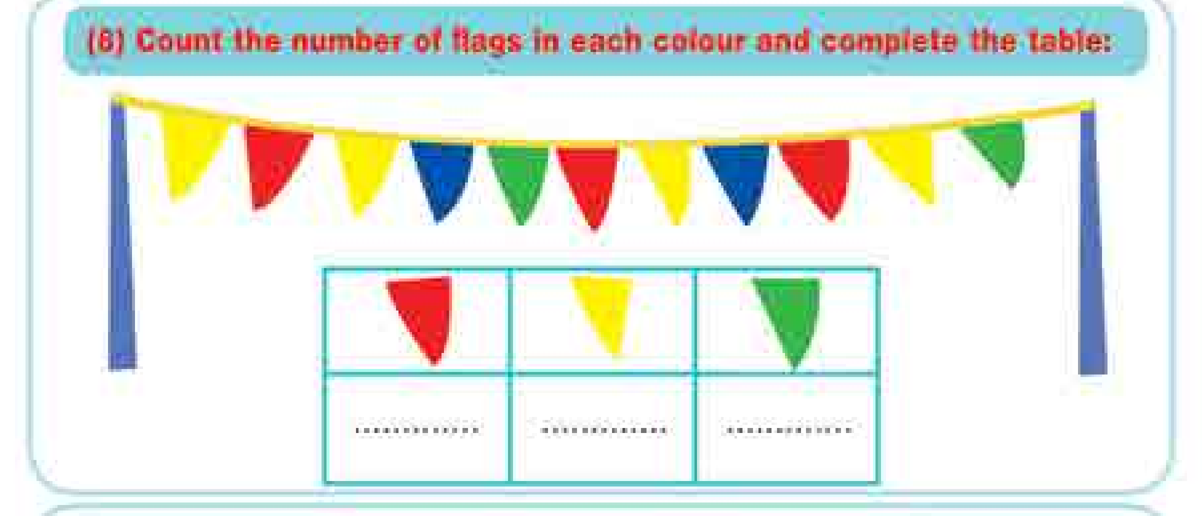



(4) Count and underline the suitable number:
3 4 5
3 4 5
4 5 6
4 5 6
3 4 5
(5) Colour 4 flowers:
(6) Colour 3 butterflies:

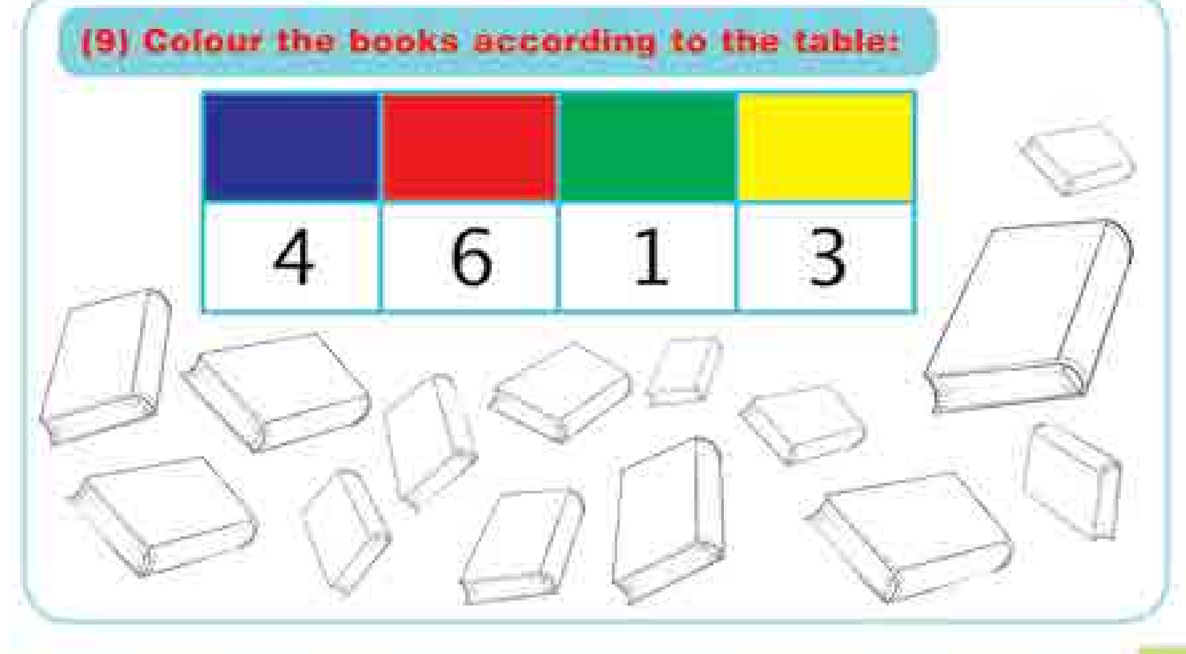
(7) Draw eggs according to the number:



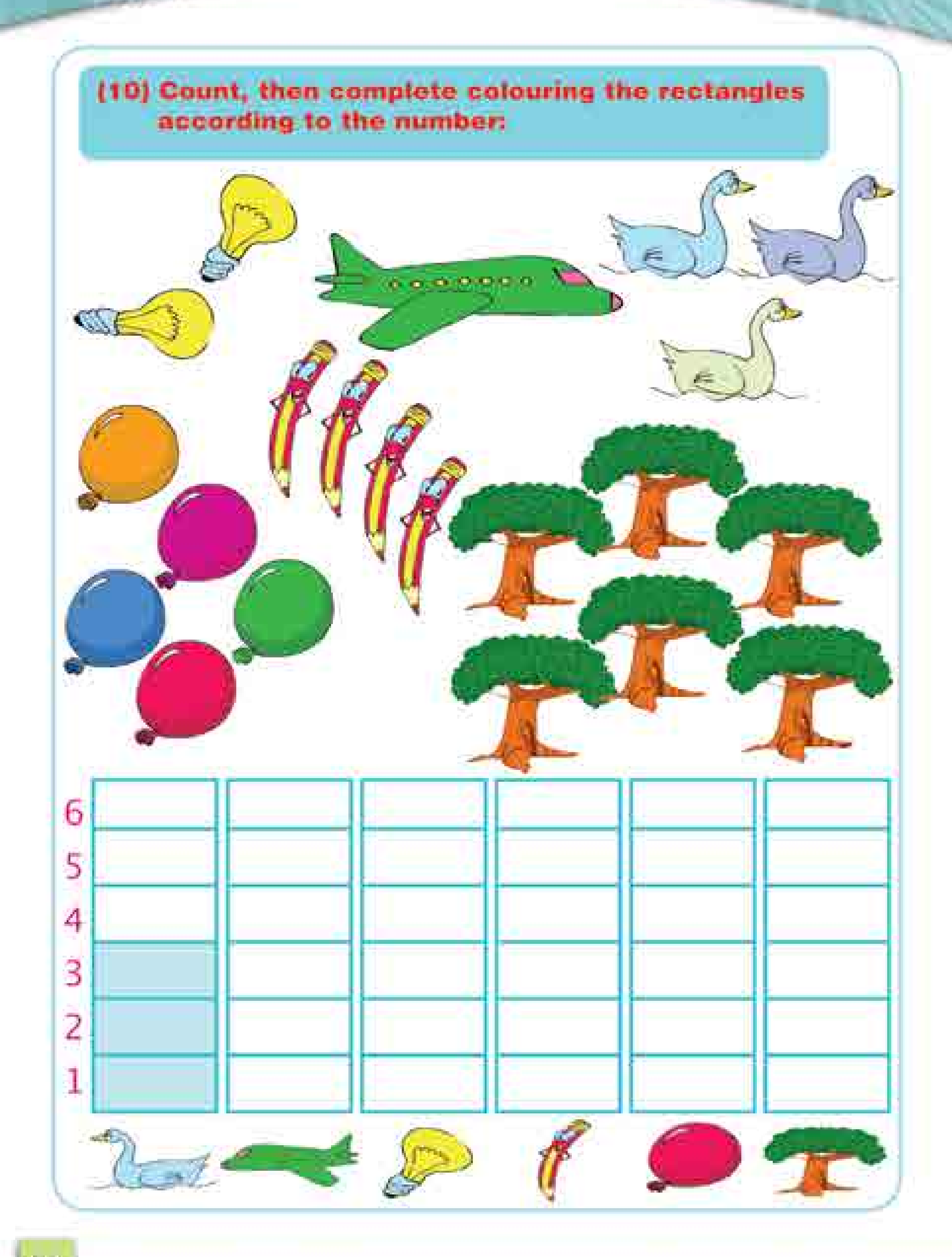
(8) Count the number of flags in each colour and complete the table:



(9) Colour the books according to the table:



(10) Count, then complete colouring the rectangles according to the number:



(11) Answer the following questions:

a) How many fingers are there in one hand?

b) How many feet do you have?

c) How many days do you go to school in the week?

d) Write the number of letters in each of the following words:



- Mother ....
- Love ....
- Sister ....
- Home ....
- Granny ....

(12) Join each number to its name :

4	One
3	two
6	three
2	four
1	five
5	six





Numbers 7, 8, and 9



(1) What is the number? (Circle the correct answer)

An example:

(7) 8 9

7 8 9

7 8 9

7 8 9

7 8 9

7 8 9

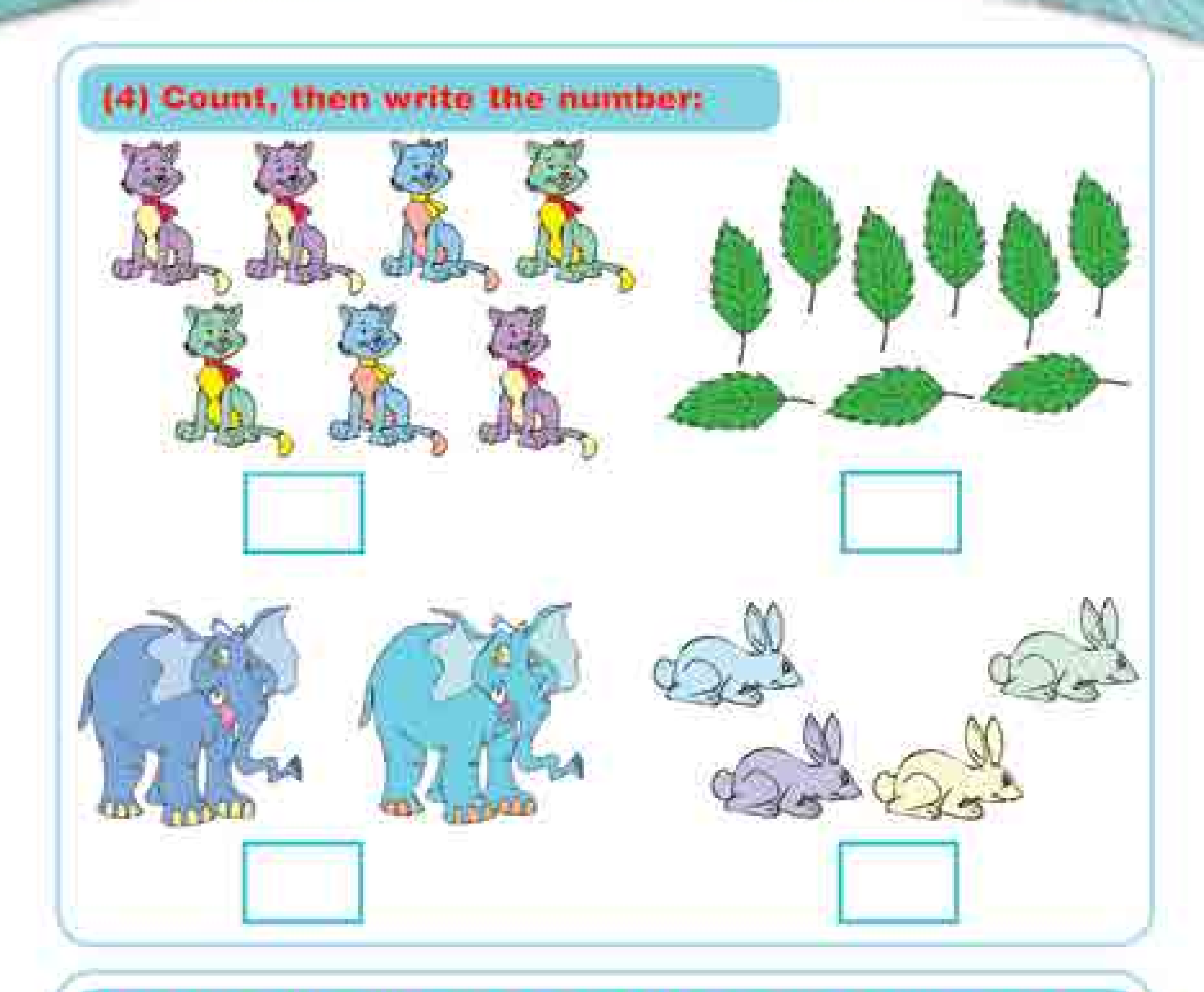
(2) Write the shown number:

7	7							
8	8							
9	9							

(3) Join according to the number :

● ● ●	1	five
● ● ● ● ●	2	seven
● ● ● ● ● ●	3	two
● ● ● ● ● ● ● ●	4	one
● ● ● ● ● ● ● ● ●	5	four
● ●	6	three
●	7	nine
● ● ● ● ● ● ●	8	eight
● ● ● ●	9	six

(4) Count, then write the number:



(5) Write the number of letters of each governorates:

- Menya: .... letters.
- Assiut: .... letters.
- Damietta: .... letters.

(6) Complete in order:

a) 0 , 1 , ... , ... , 4 , ... , ... , ...

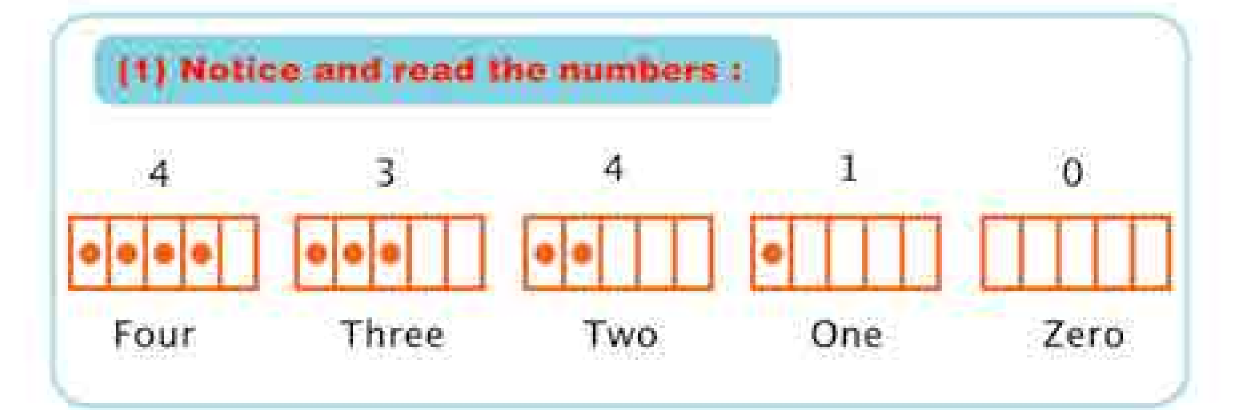
b) ...... , 8 , 7, ... , ...

- Teacher shows that Menya, Assiut and Damietta are Egyptian governorates.

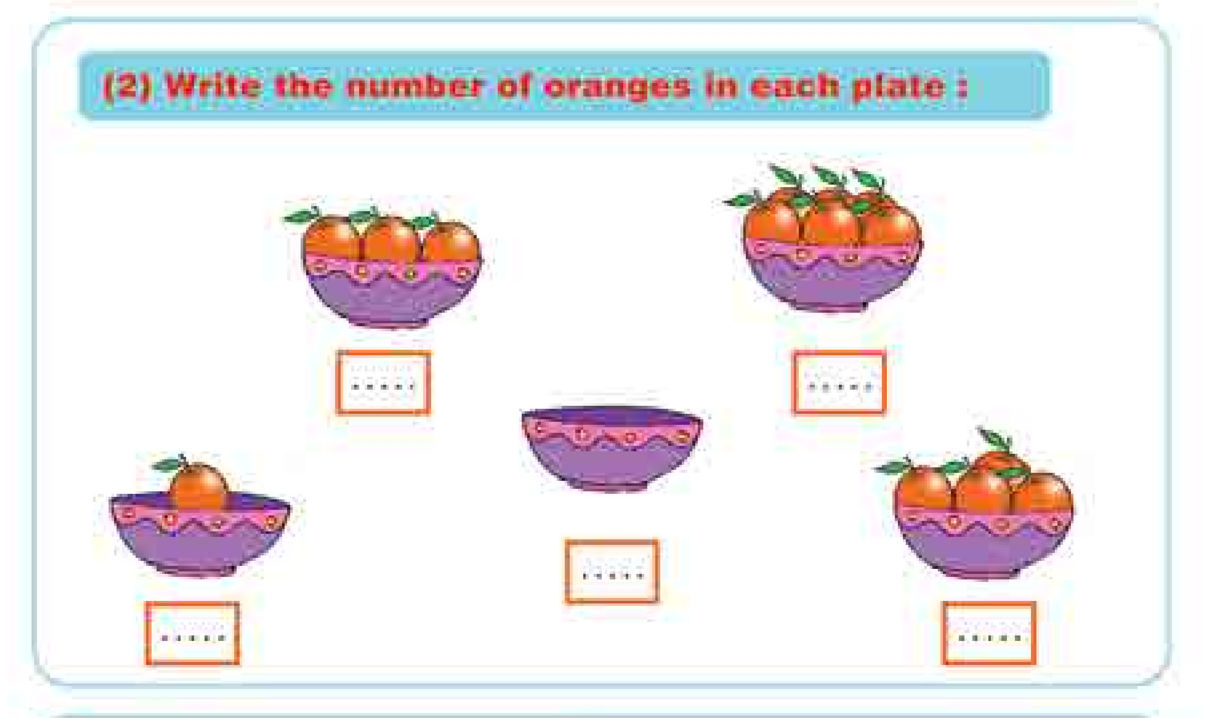
Lesson 4

Zero

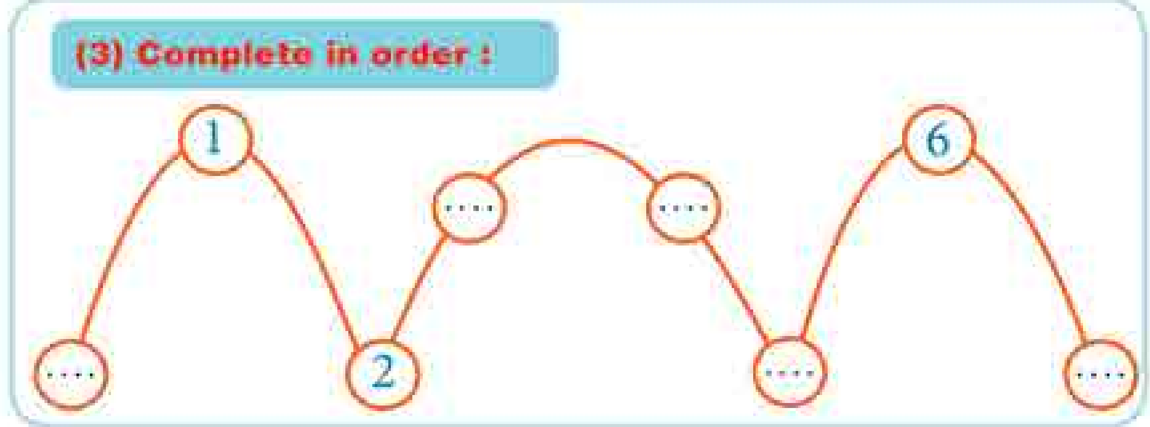
(1) Notice and read the numbers :



(2) Write the number of oranges in each plate :



(3) Complete in order :



(4) Draw flowers according to the number :



(5) Complete :

From the opposite figure :

- The number of children is......
- The number of trees is .....
- The number of cats is ......
- The number of dogs is .....



(6) Complete in order :

a) 0 , 1 , ... , ... , 4 , 5 , ... , ... , ...

b) .... , ... , 7 , 6 , 5 , ... , ... , ...

(7) Discover the pattern and complete :

a) 0 , 2 , 4 , ... , ...

b) 7 , 6 , 5 , ... , ...

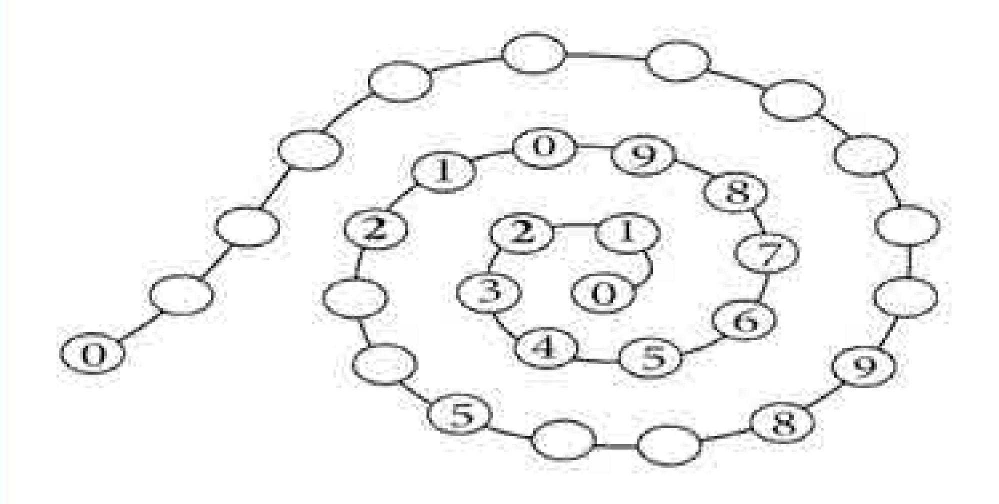
c) 5 , 6 , 7 , ... , ...

d) 5 , 4 , ... , ... , ... , 0

e) 1 , 3 , 5 , ... , ...

f) 9 , 7 , 5 , ... , ...

(8) Complete according to the pattern :

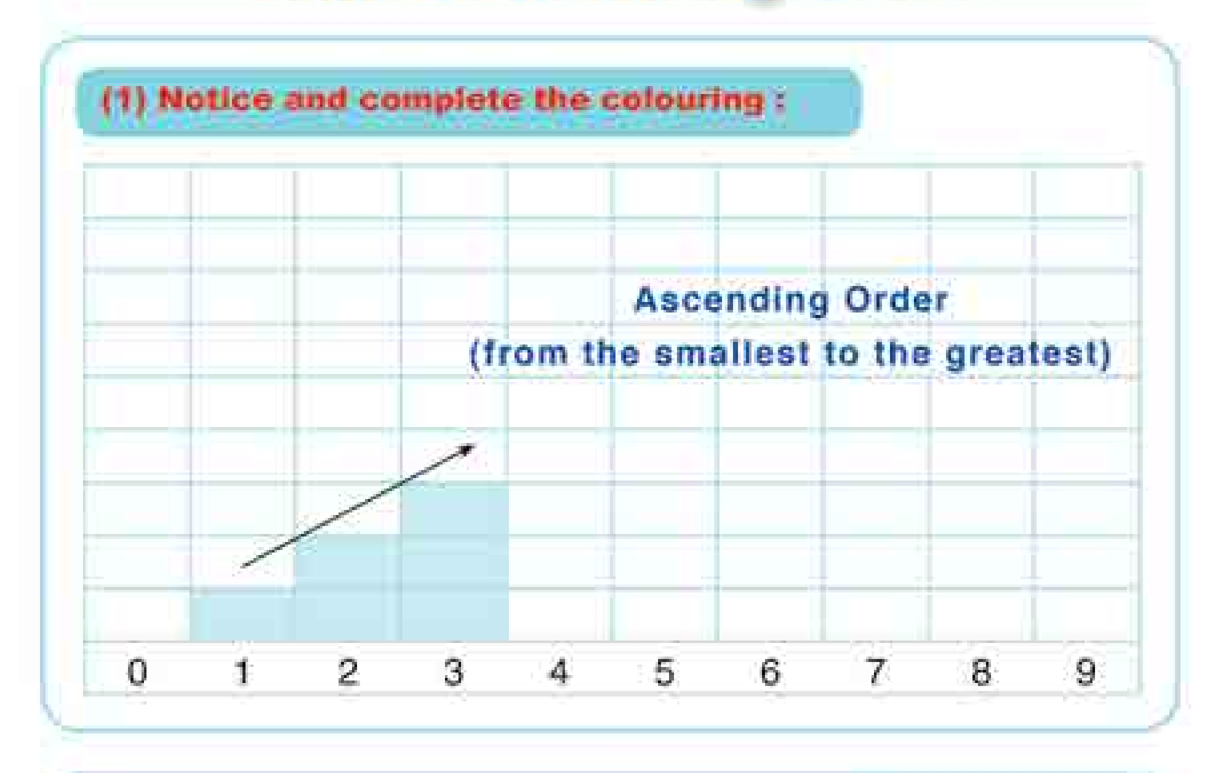


- Teacher explains meaning of the pattern.

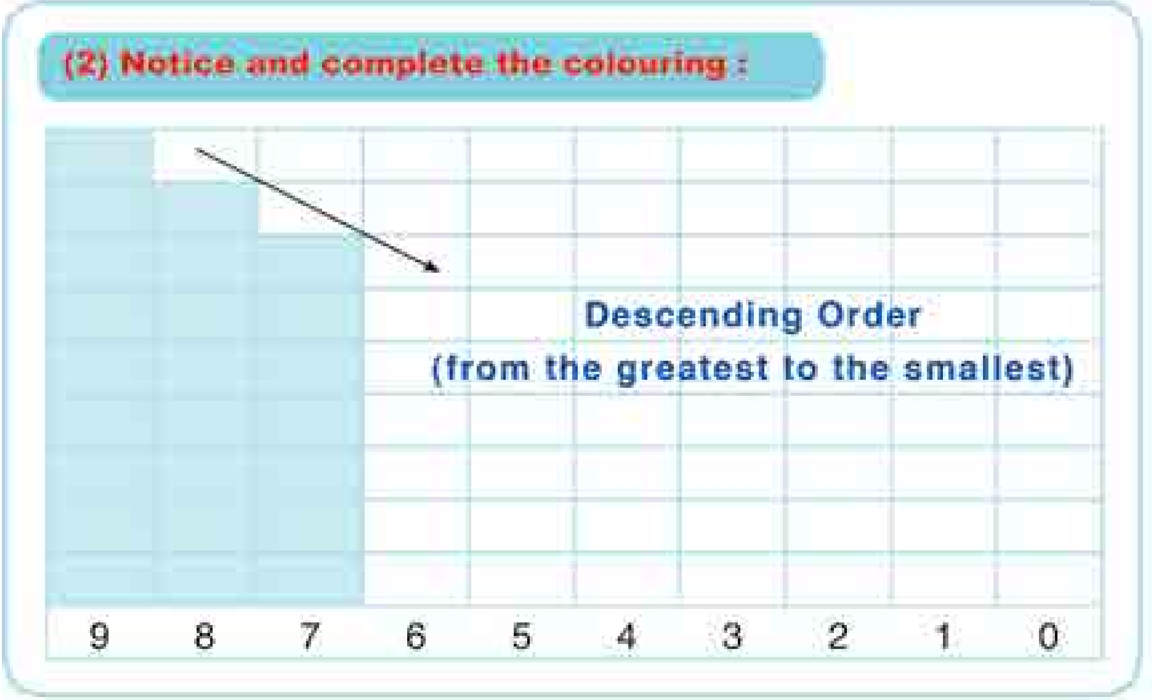
Lesson 5

Ascending Order and Descending Order

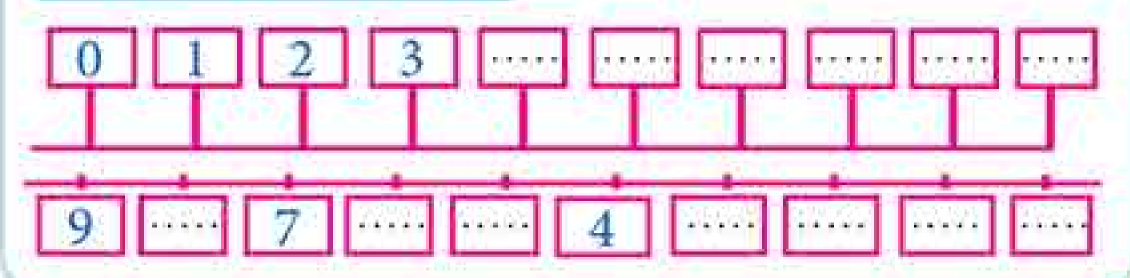
(1) Notice and complete the colouring :



(2) Notice and complete the colouring :



(3) Complete in order:



(4) Complete in order:

a) 0 , 1 , ... , ... , 4 , 5 , ... , ...

b) ..... , 8 , 7 , 6 , ... , ... , ...

(5)

a) Complet in order :

- 1 , 2 , 3 , ... , ... , ...
- 6 , 5 , 4 , ... , ... , ...

b) Complet :

- 6 is greater than .....
- 1 is smaller than .....

c) Complet :

- 4 is greater than .... and smaller than .....
- 5 is smaller than .... and greater than .....

- Teacher shows that 5 (b) , 5 (c) have more than one right answer.

(6) Complete:

a) 3 is smaller than .... , ... , ...

b) 7 is greater than .... , ... , ...

c) The number .... is smaller than 9 and greater than 7.

d) The number .... is greater than 3 and smaller than 5.

(7) Join the dots in order:

- What do you call the resulting figure? ....
- Colour this figure.




(8) Underline the smallest number :

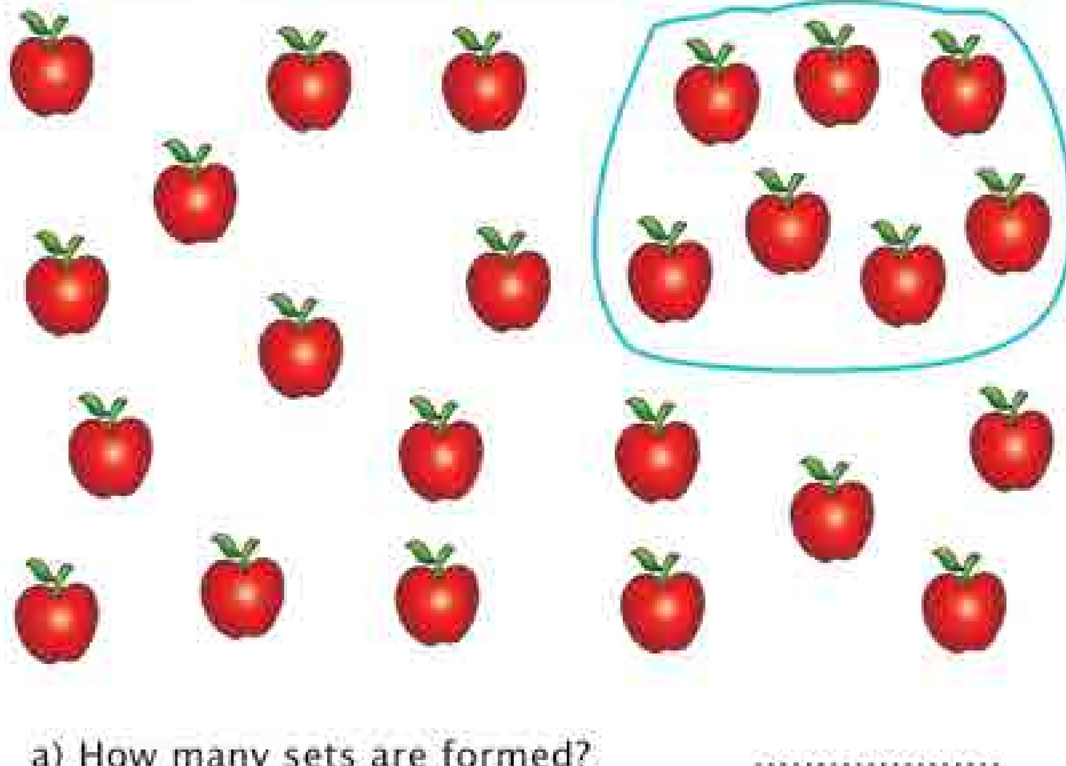
0 3 7 6 1

(9) Underline the greatest number :

5 9 0 2 4

- Teacher asks about the name of the resulting figure in exercise (7) .

(10) Complete forming sets, so that each one consist of 7 apples, then answer the questions :



a) How many sets are formed? ....

b) How many apples are remained? ....

(11) Put the following nmbers in ascending order:

(from the smallest to the greatest)

5 , 8 , 1 , 7

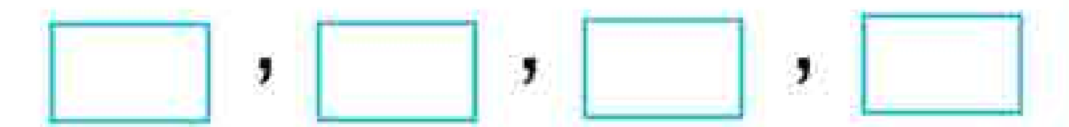
☐ , ☐ , ☐ , ☐

- Teacher should insure the two concepts (number of elements of the set - remainder) in exercise (10).

(12) Put the followingnumbers in descending order :

(from the greatest to the smallest)

2 , 7 , 4 , 3



(13) Circle the greatest number:

3 , 7 , 4 , 1

(14) Circle the smallest number:

2 , 8 , 5 , 4

(15) Complete by writing the symbols of numbers in figures, then put them in ascending and descending order:

eight	six	five	nine	four	one
8	......	......	......	......	......

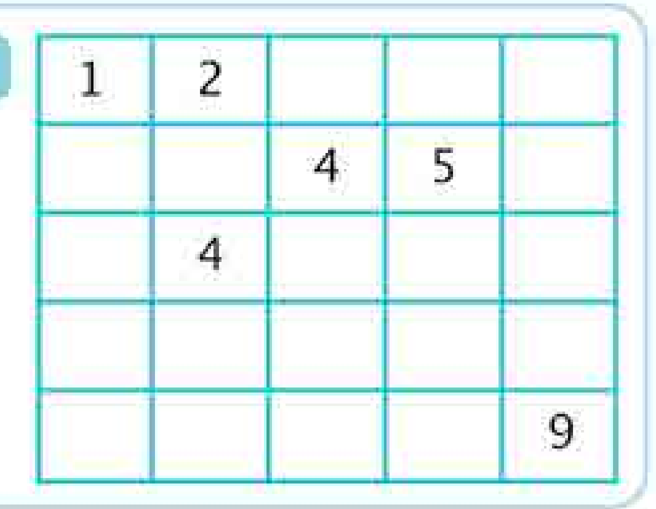
- Ascending order: ......, ..., ..., ..., ..., ...
- Descending order: ......, ..., ..., ..., ..., ...

(16) Join the following numbers from the smallest to the greatest:

2   7 8

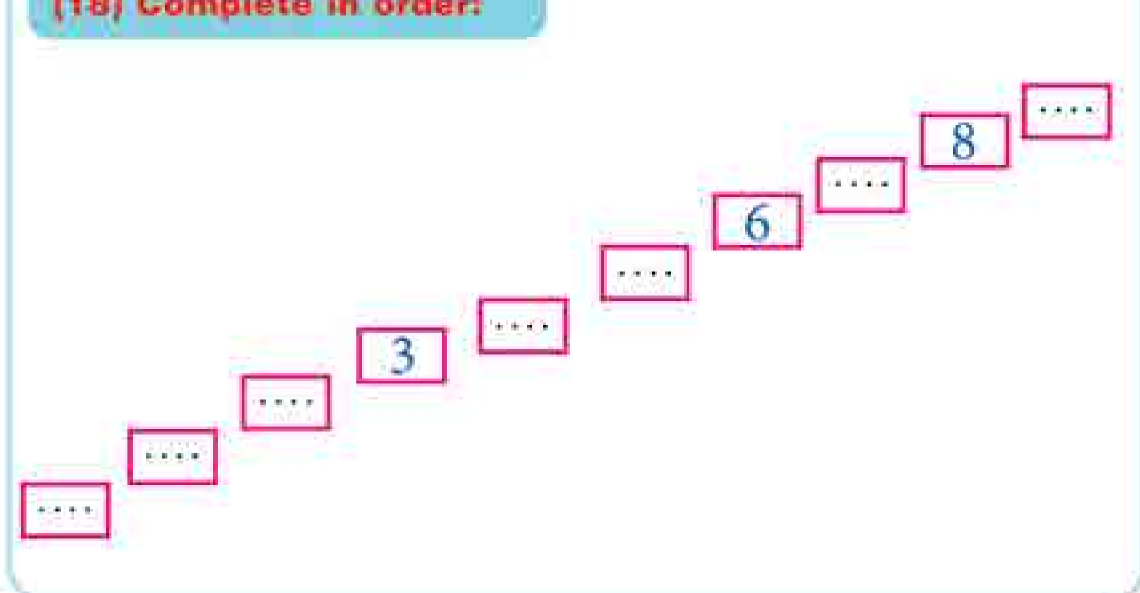
3 4 6 9

(17) Complete in order:



1	2			
		4	5	
	4			
				9

(18) Complete in order:



Lesson 6

Ordinal Numbers

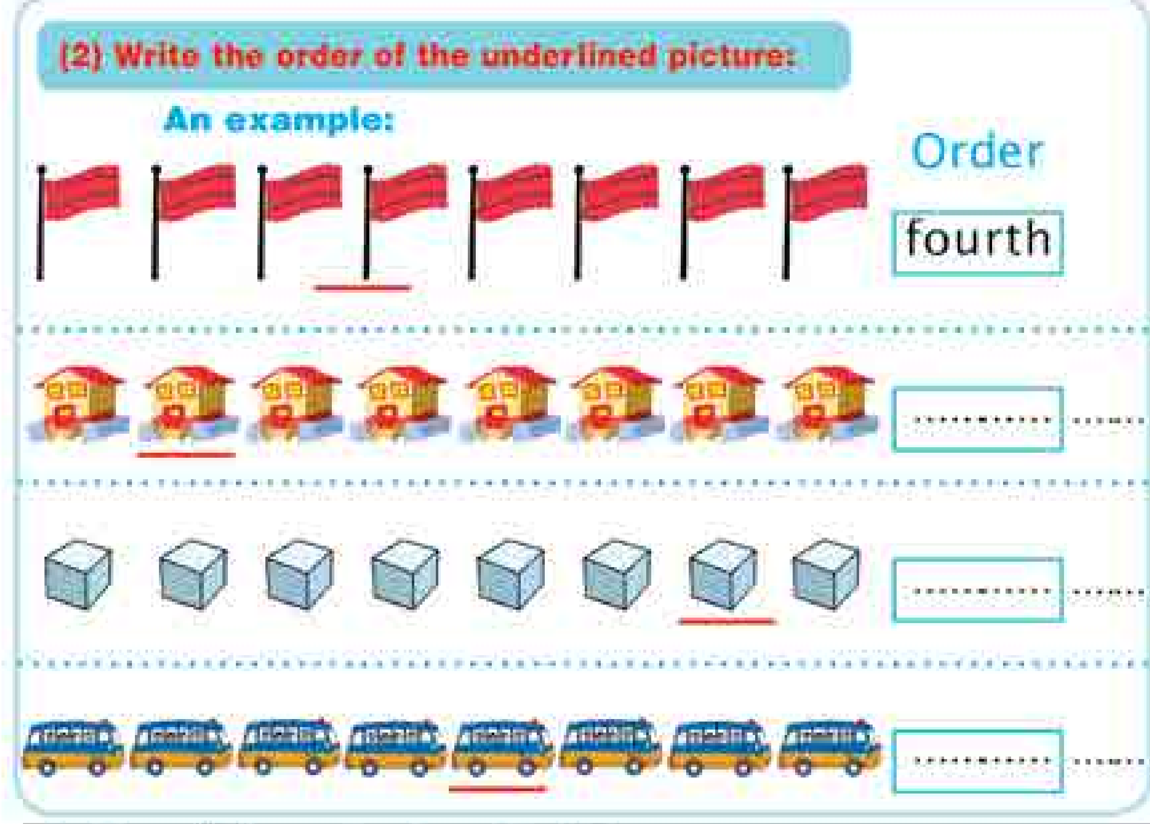
(1) The running race:



- What order is the runner with the [green] badge? ....
- What is the colour of the badge of the second runner? [ ]
- What is the colour of the badge of the fifth runner? [ ]
- What order is the runner with the [yellow] badge? ....

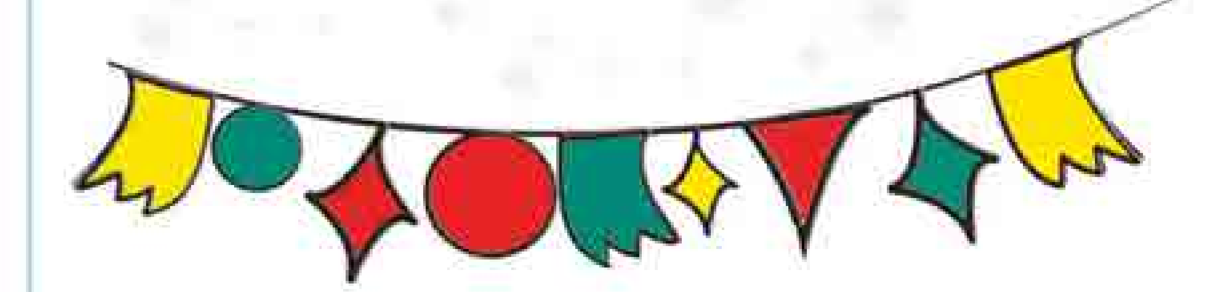
(2) Write the order of the underlined picture:

An example:



- Teacher reads the questions in exercise (1).

(3) Write the order:



The green colour: the second, ... , ...

The yellow colour: .... , ... , ...

The red colour: .... , ... , ...

(4) The following numbers are not in order:

5 , 2 , 7 , 6 , 0 , 9 , 3

Complete:

a) If we order these numbers ascendingly (from the smallest to the greatest), the first number will be .... and the number 7 will be the .... in order.

b) If we order these numbers descendingly (from the greatest to the smallest), the first number will be .... and the number 7 will be the .... in order.

Lesson 7

Comparing Numbers 0 - 9

sings: < , = and >

4 < 7

4 is less than 7

3 = 3

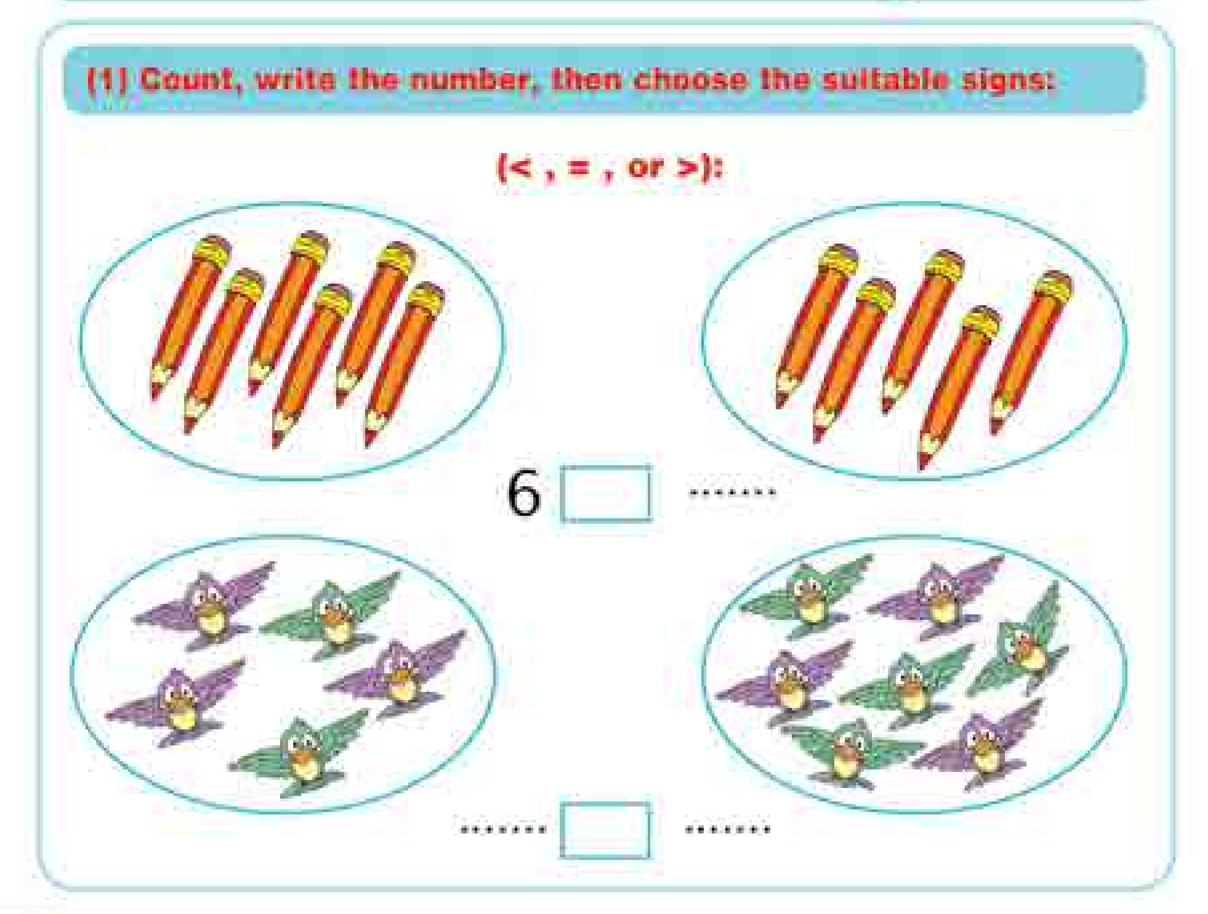
3 equals 3

7 > 4

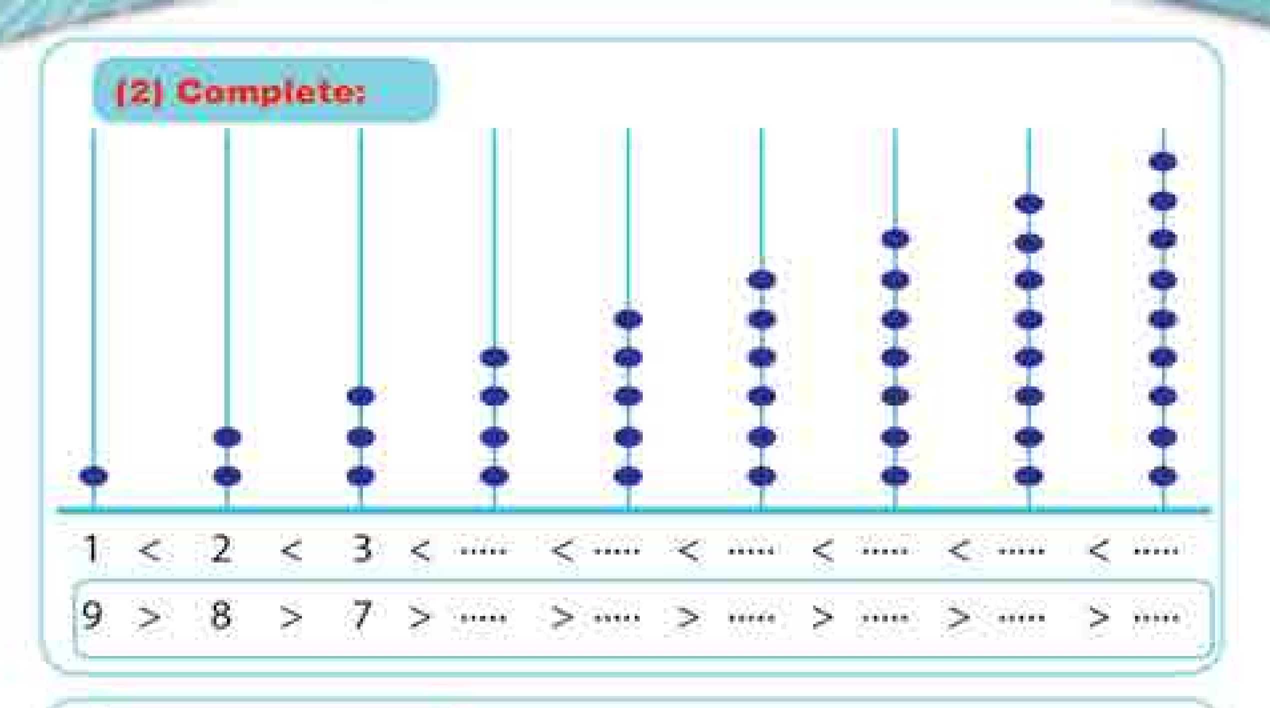
7 is greater than 4

(1) Count, write the number, then choose the suitable signs:

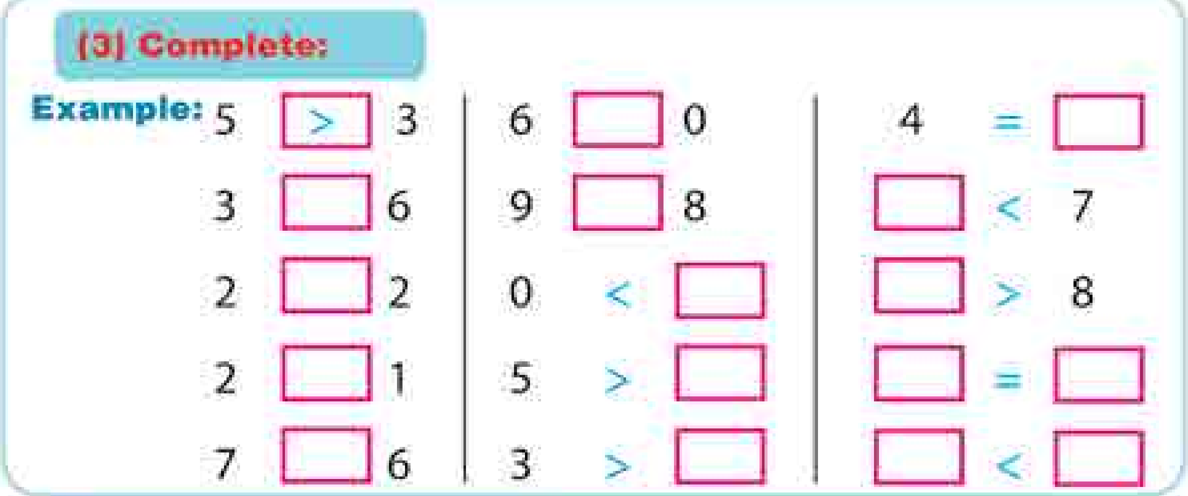
(< , = , or >):



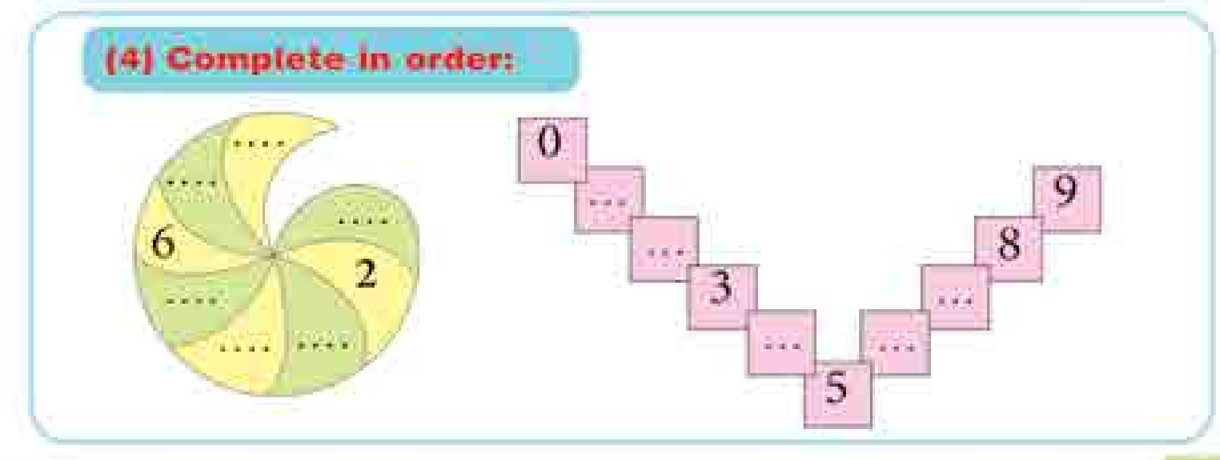
(2) Complete:



(3) Complete:



(4) Complete in order:



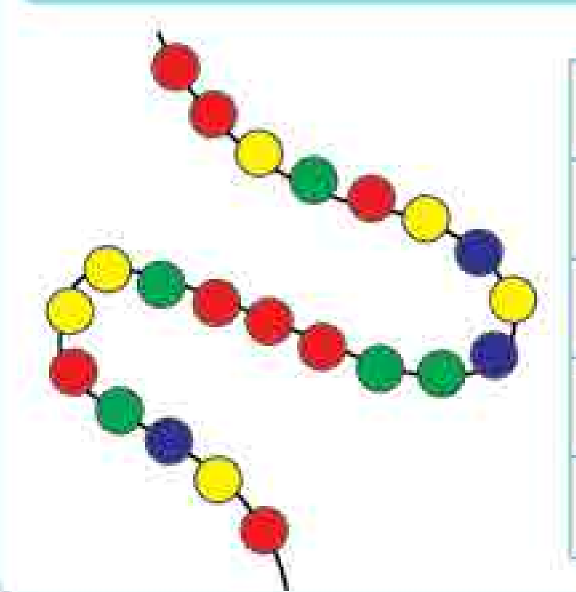
Activites

Unit 2

(1) Complete the table so that each row and each column contains the numbers 1 – 5:

5	2	3	4	1
				4
				3
				2
				5

(2) Write the number of beads of each colour:



The colour	The number
(red)	
(yellow)	
(green)	
(blue)	

(4) Count and write from 0 to 9 :

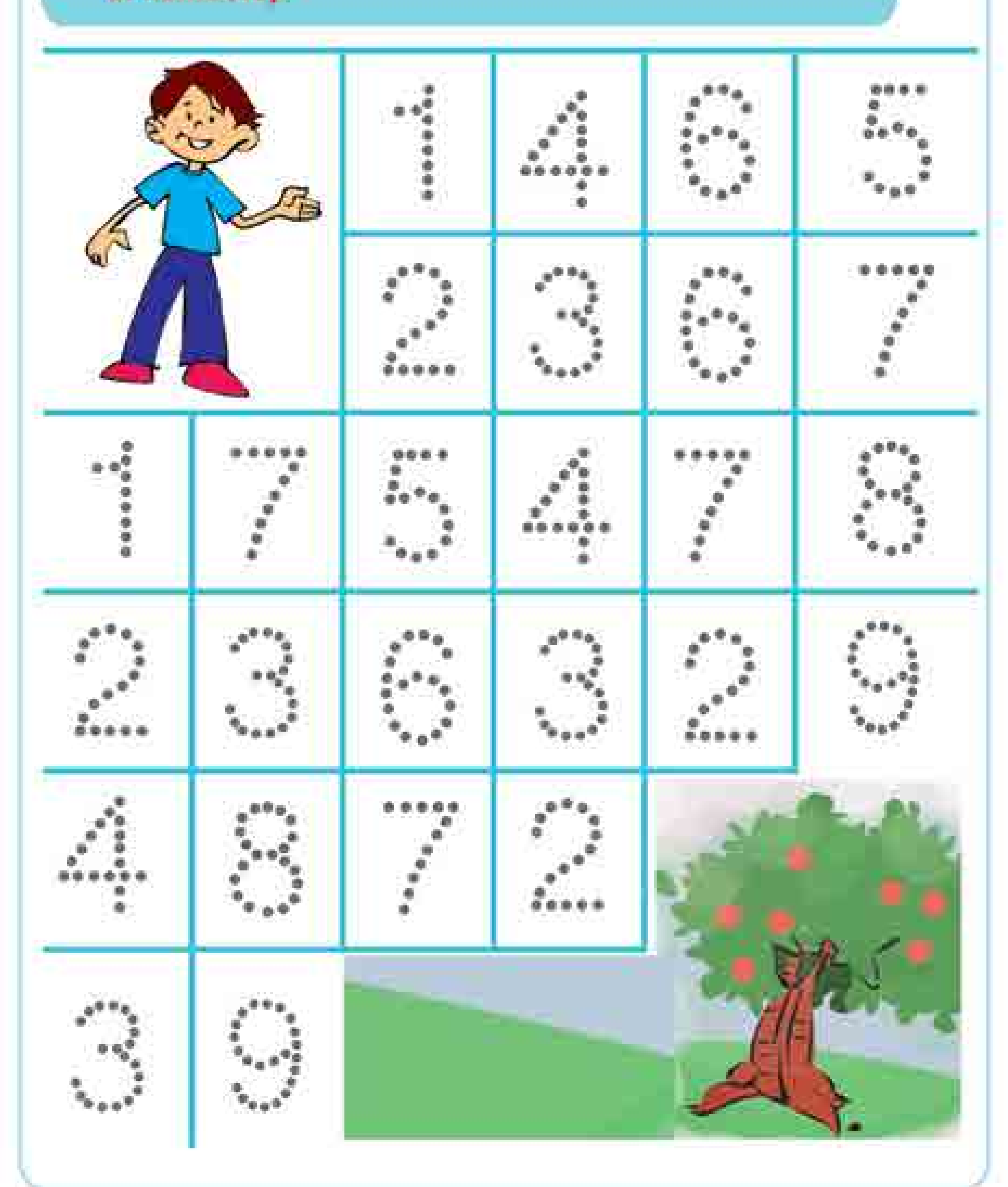
9

4

3

Start

(4) Choose the way to the tree (according to the order of numbers):



Exercises

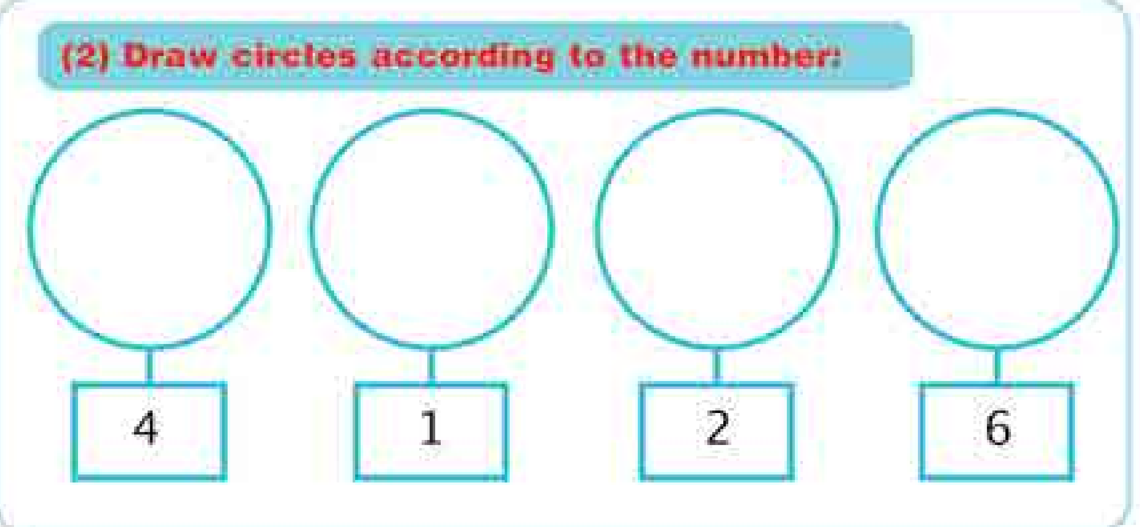
Unit 2

(1) Write the number under each set:

....

....

(2) Draw circles according to the number:



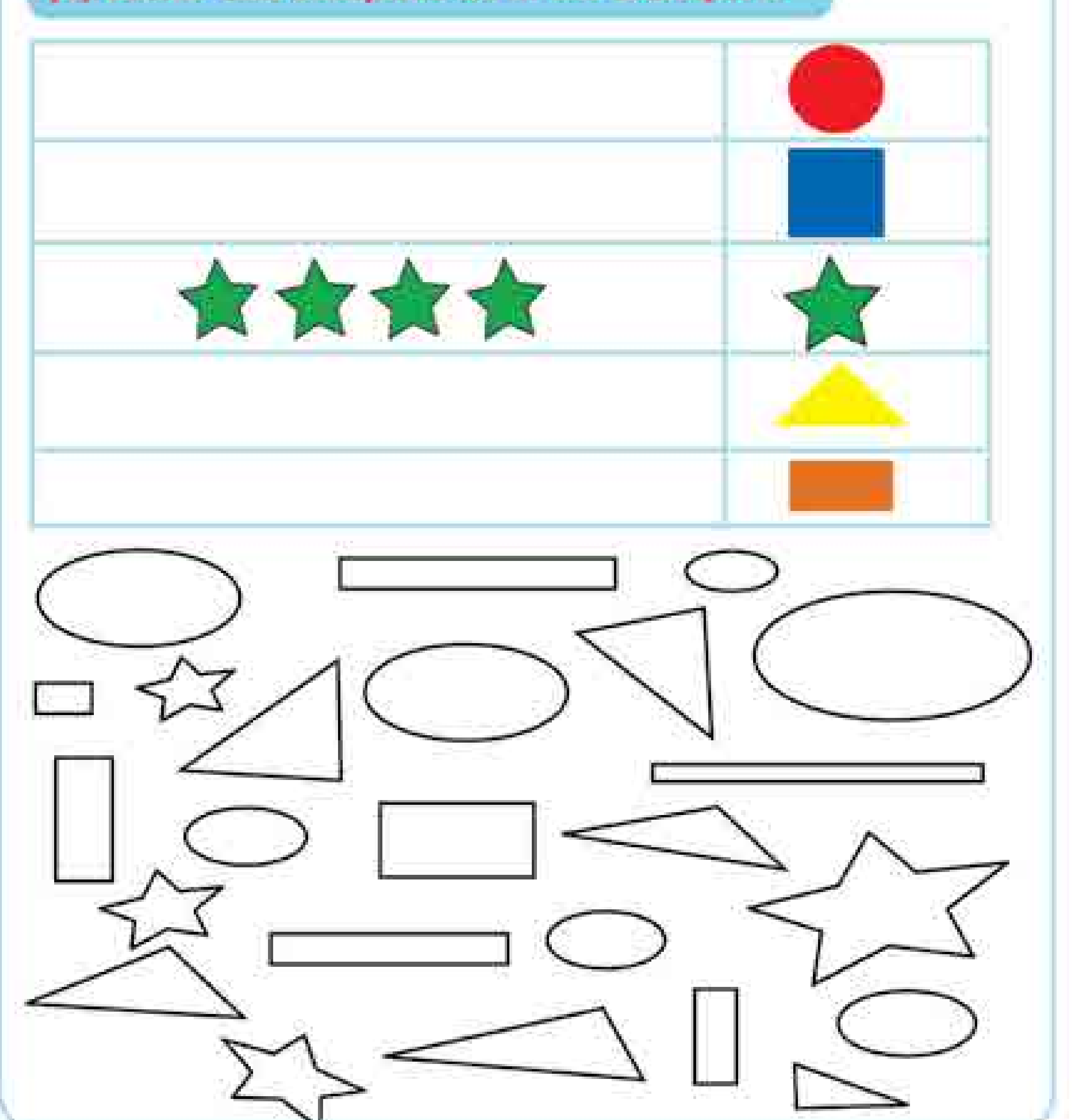
(3) Put the numbers in ascending order:

0 , 3 , 1 , 4 , 9 , 8

The numbers in ascending order are:

.... , ... , ... , ... , ...

(4) Colour and complete as in the example :



(5) Complete:

0 < ....

7 < ....

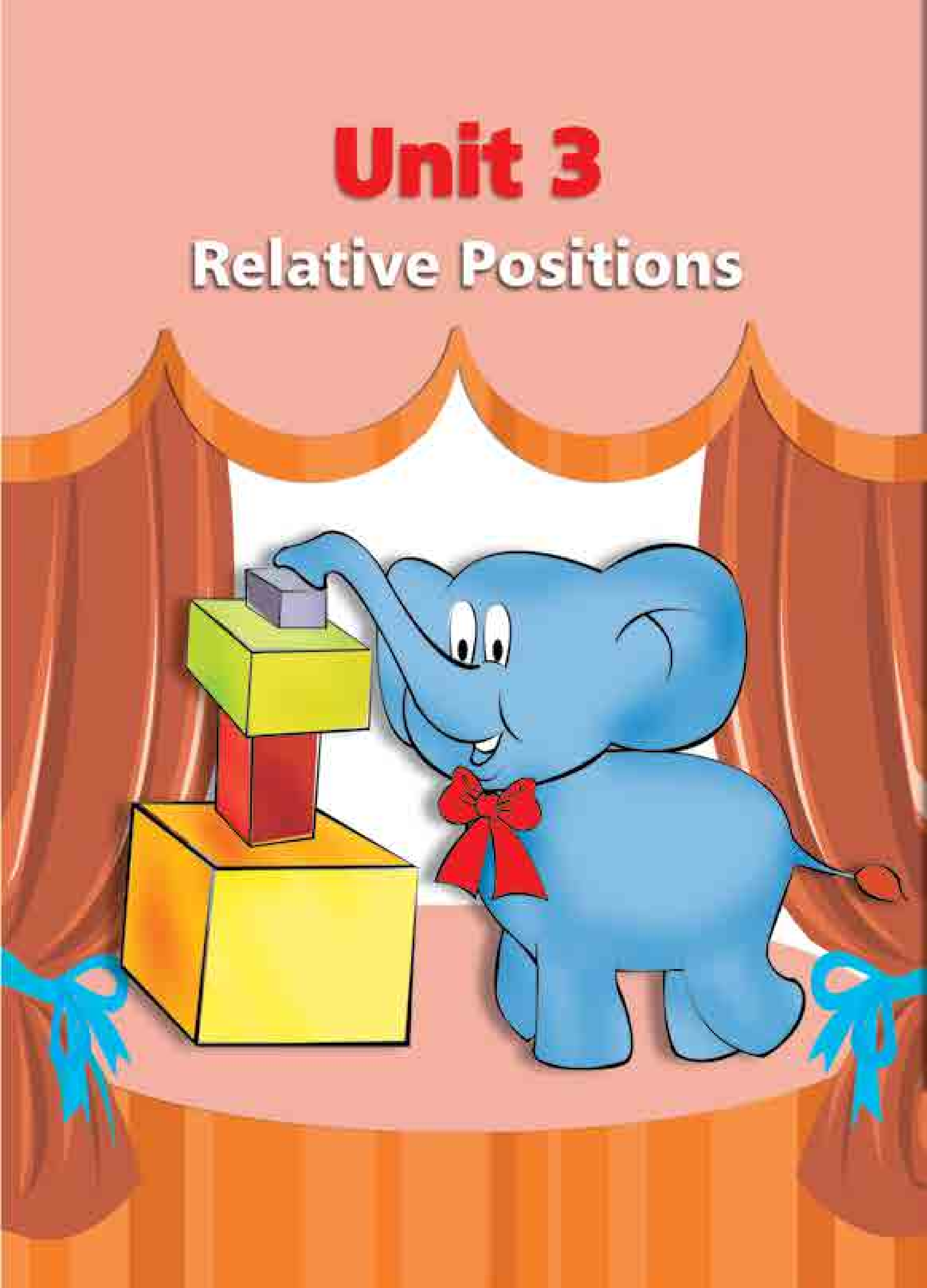
9 > ....

.... < 6

3 < ....

(6) Choose the Correct answer :

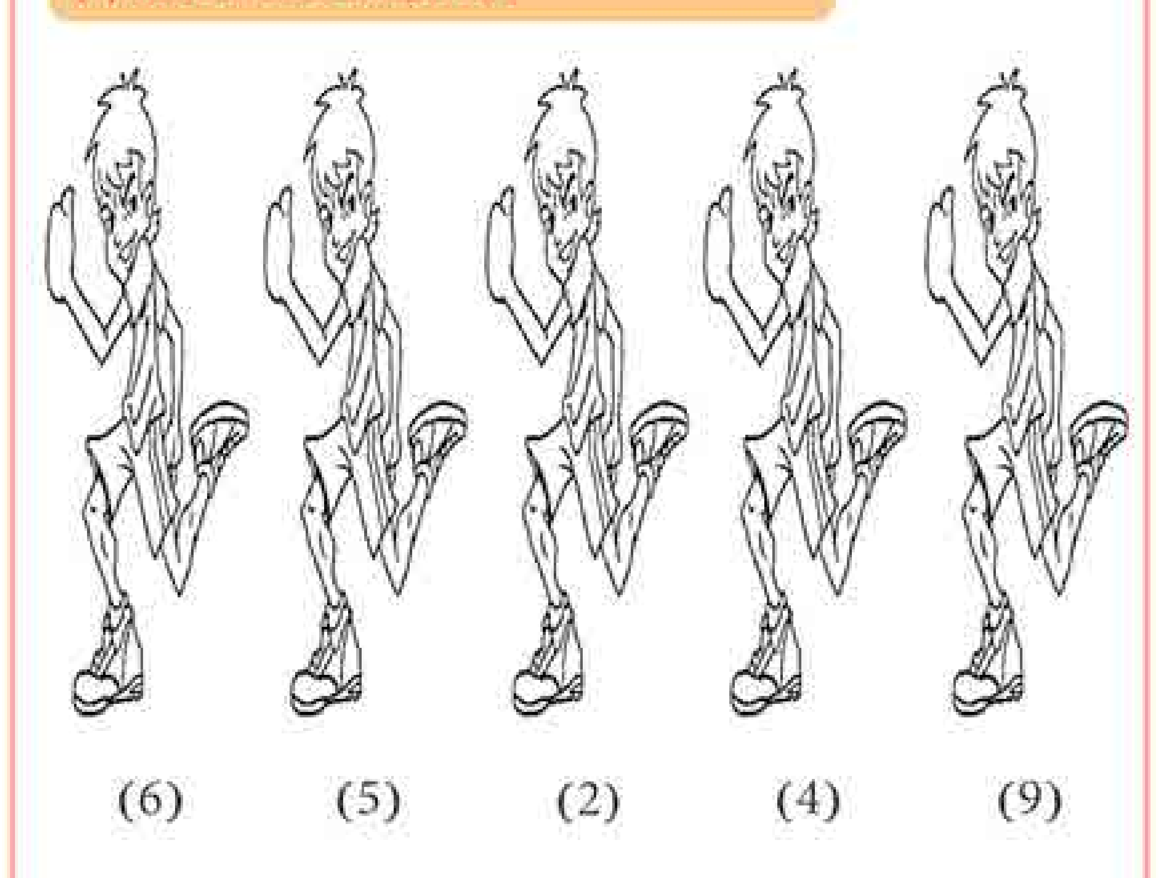
7	>	....	(5 , 8 , 9)
....	<	4	(7 , 5 , 3)
5	<	....	(2 , 8 , 4)
....	<	2	(1 , 3 , 4)
9	=	....	(7 , 9 , 8)


Unit 3
Relative Positions

Lesson 1

(A) In front of / Behind

(1) Notice and complete :

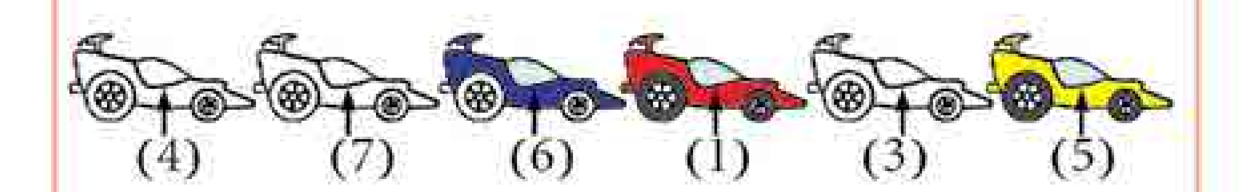


- The number of runner who is in front of runner (4) is ....
- The number of runner who is in front of runner (9) is ....
- The number of runner who is between runner (2) and runner (6) is ....

(2) Colour the dog sitting in front of the house in yellow and the dog sitting behind the house in red.



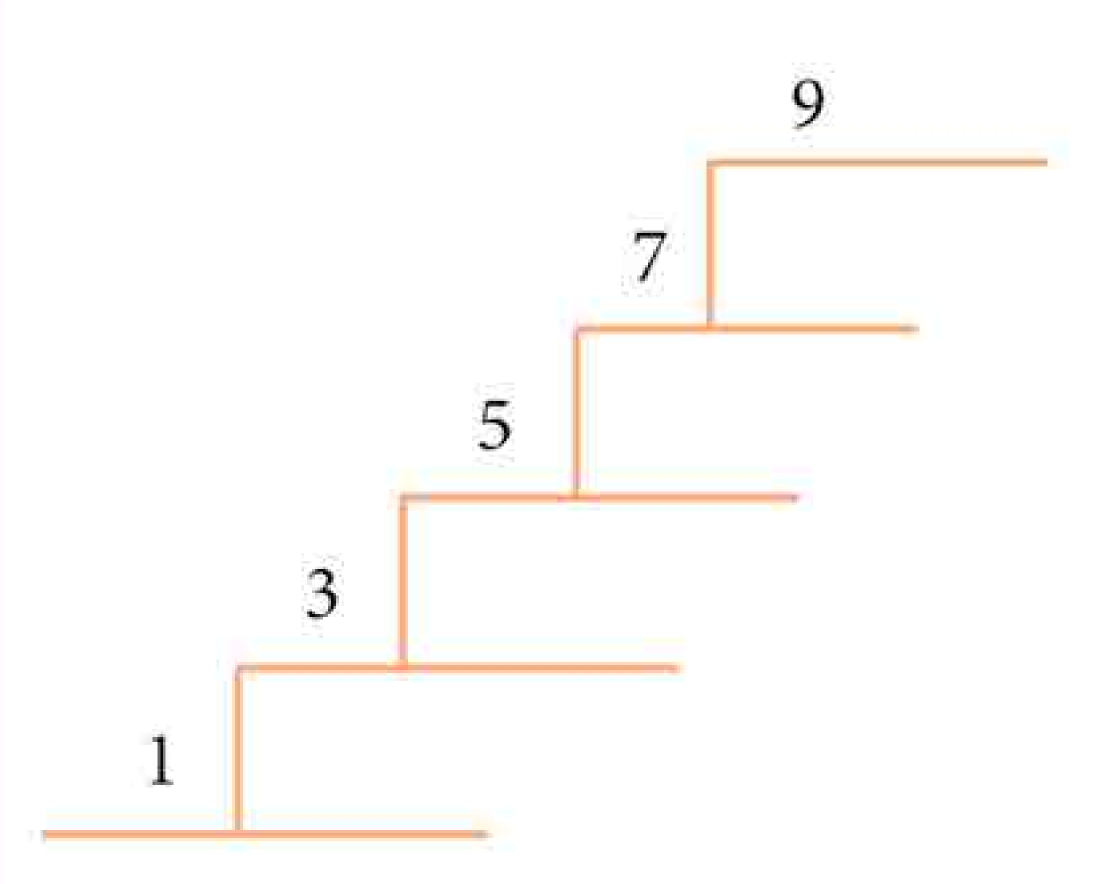
(3) Notice and complete:



- The number of car which is in front of the red car is ....
- The number of car which is in behind of the blue car is ....

(B) On / Under

(1) Notice and complete:



- The number 5 is on the number 3
- The number 7 is under the number 9

(a) The number 7 is on the number ....

(b) The number 1 is under the number ....

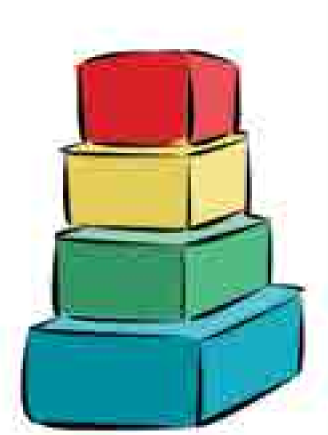
(c) The number 9 is on the number ....

(d) The number .... is under the number 5

(2) Look at the picture and complete using the words:

(red, yellow, green or blue)

- The yellow cube is under the .... cube.
- The yellow cube is on the .... cube.
- The .... cube is on the blue cube.
- The green cube is under the .... cube.



(3) Put (✓) for the correct answer and (x) for the incorrect answer:

- Salma is in behind of Farida.
- Mariam is in front of Farida.
- Habebah is in behind of Mariam .
- Farida is in front of Salma.

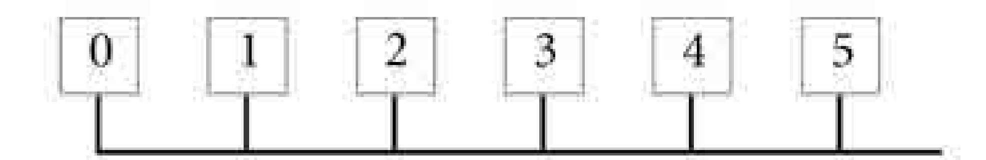


Habebah Mariam Farida Salma

Lesson 2

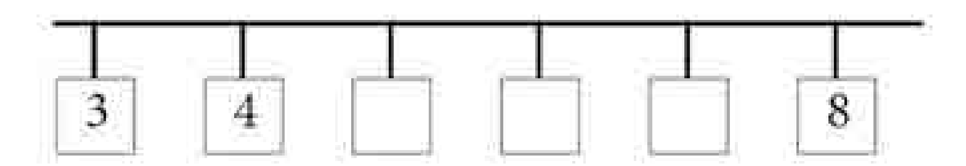
To the right of / To the left of / Between

(1) Notice and complete:



- The number just to the right of the numbers 3 is the number ....
- The number just to the left of the numbers 5 is the number ....
- The number which is between 0 and 2 is ....

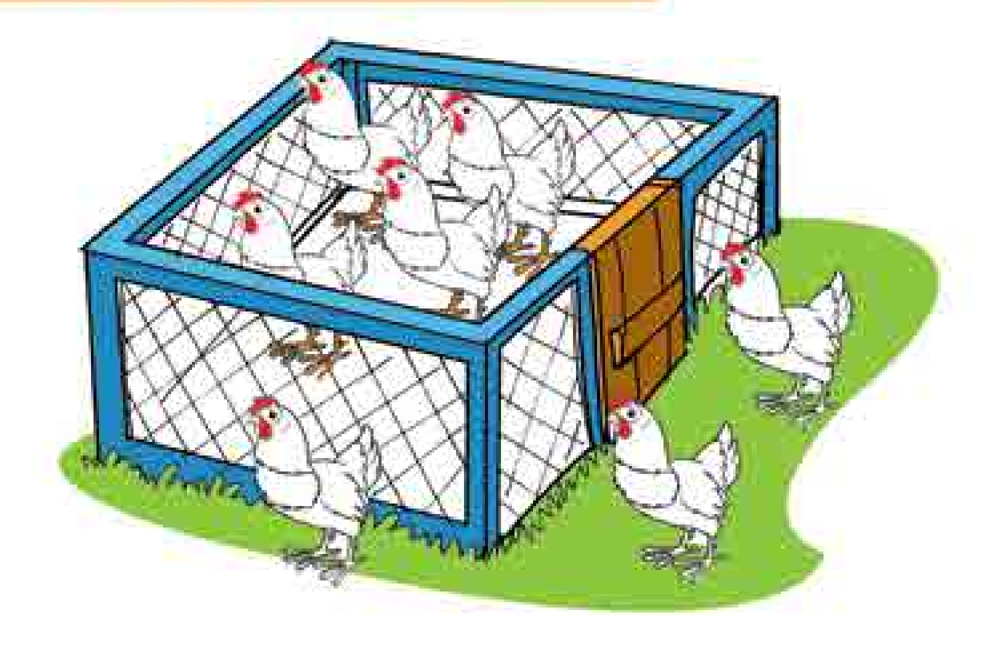
(2) Complete the numbers to the left of the number 8 :



- The number which is between 4 and 6 is ....
- The number which is to the right of 7 is ....

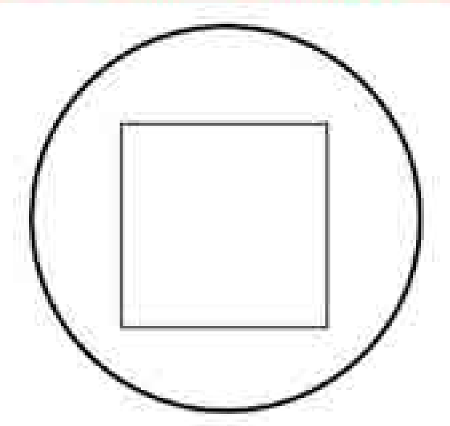
Inside / Outside

Prelude : Notice and complete :

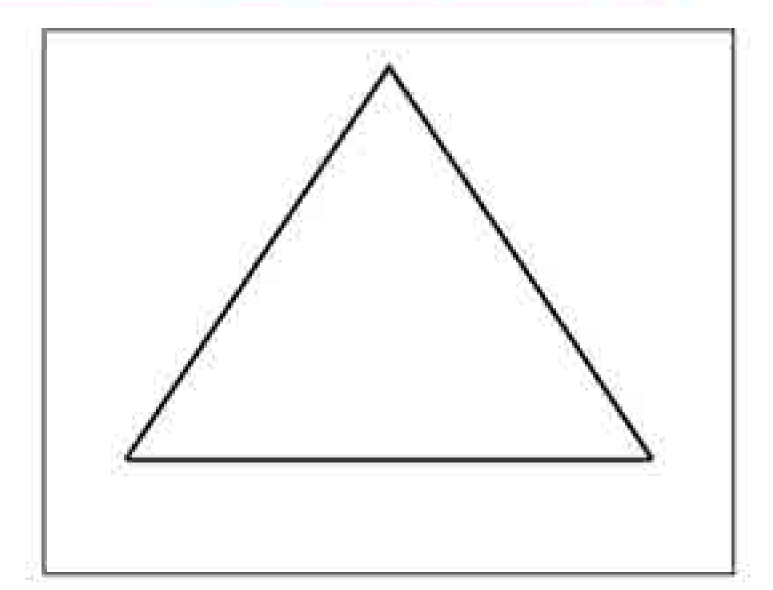


- How many hens are there inside the cage ? ....
- How many hens are there outside the cage ? ....

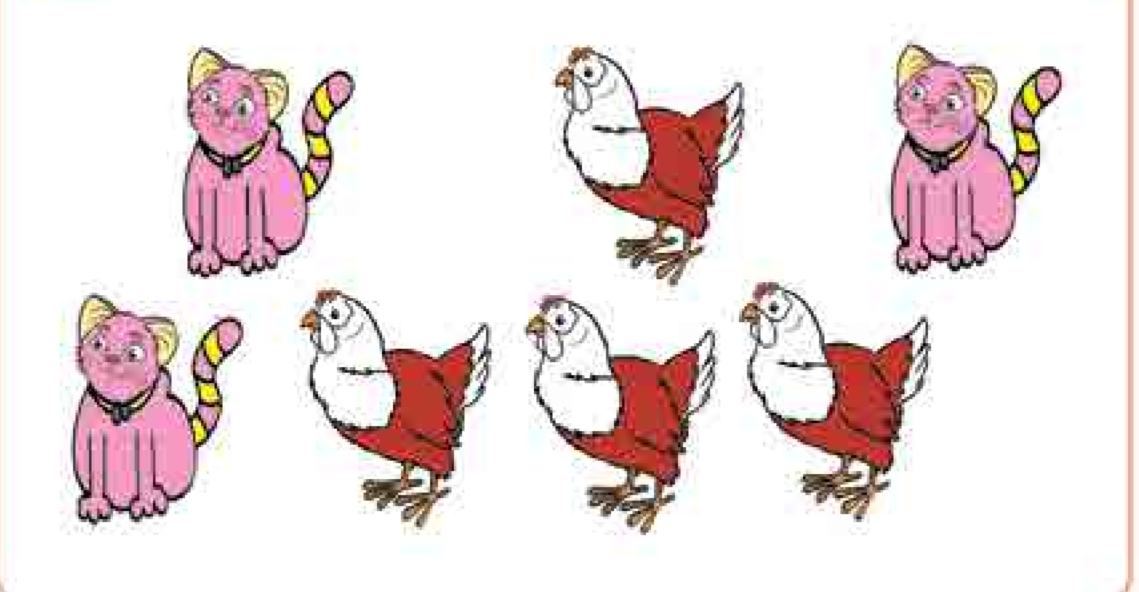
(1) Colour the square inside the circle:



(2) Colour the space outside the triangle:



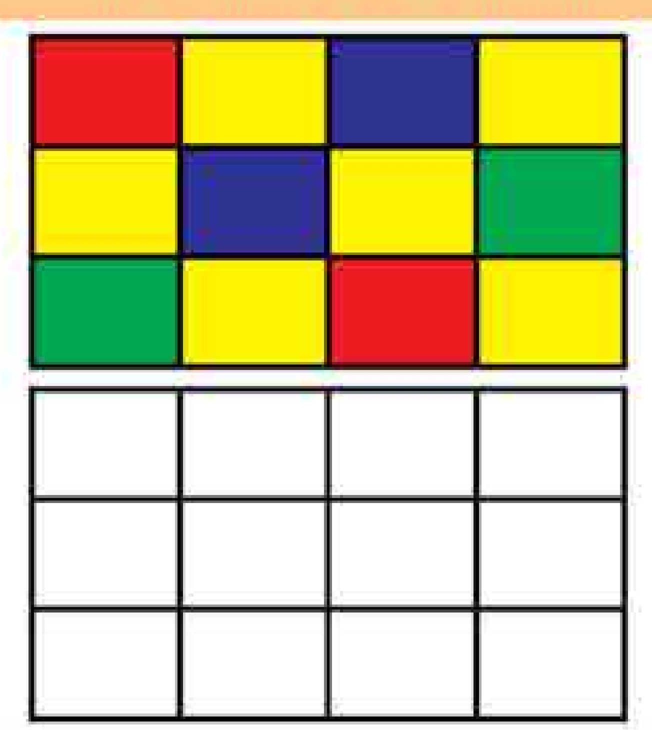
(3) Draw a circle with hens inside it and cats out side it:



Activites

Unit 3

(1) Look at the coloured figure. Colour the second figure to be completely similar to the coloured one:



(2) Colouring the circles:

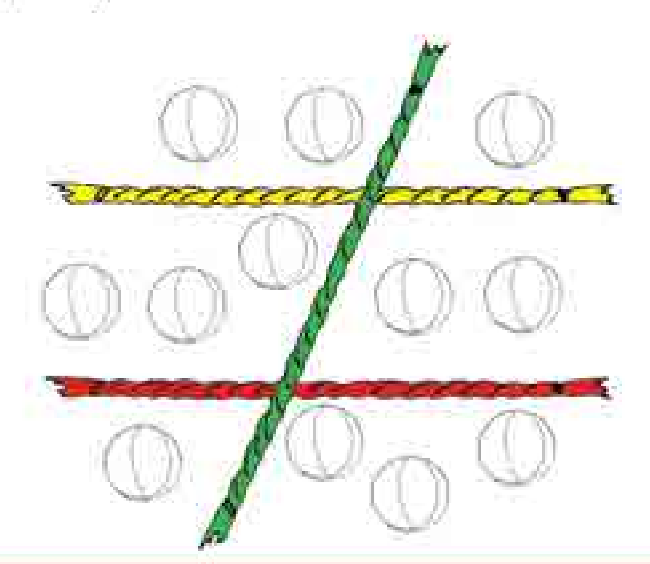
8 3 4 1

- Colour in red the circle between the two numbers 4 and 8.
- Colour in green the circle in front of the number 4.

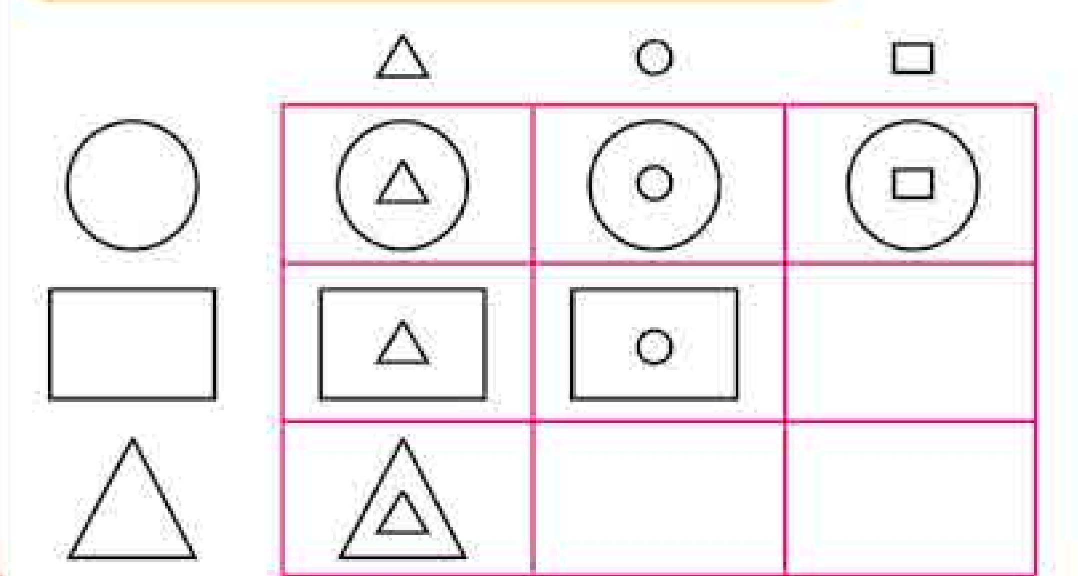
(3) The ropes and the balls:

a) Colour the balls to the left of the green rope in red.

b) Colour the balls under the red rope and to the right of the green rope in yellow.



(4) Find out the pattern and complete:



Exercises

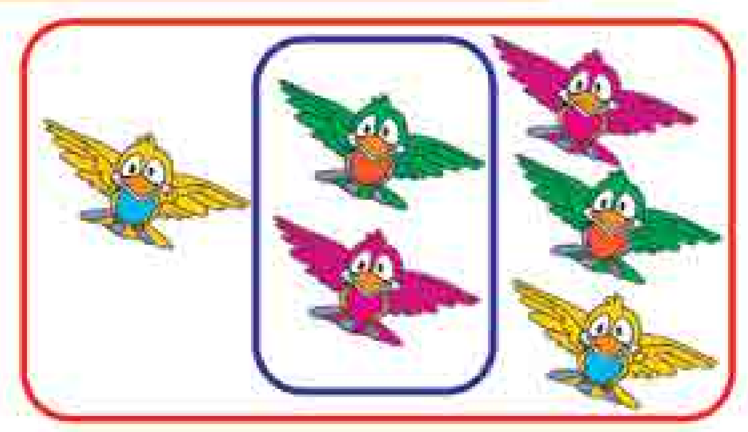
Unit 3

(1) How many children are there:



- In front of Ahmed? ....
- Behind Ahmed? ....
- Between Ahmed and samar? ....

(2) How many birds are there:



- Inside the red frame? ....
- Inside the blue frame? ....
- Outside the blue frame? ....

(3) Notice and complete :

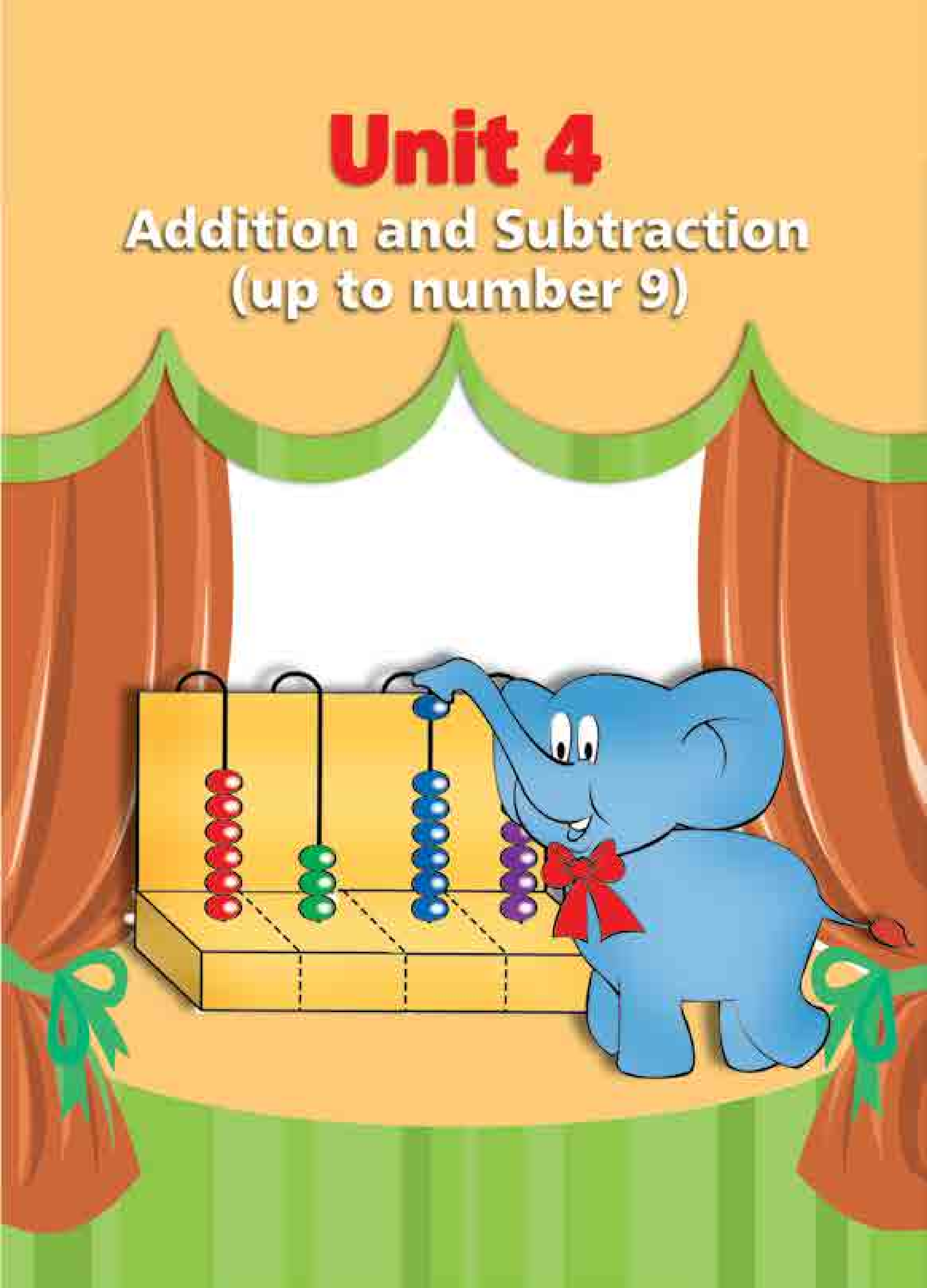
9
7
5
4
2

- The number which is just under the number 7 is ....
- The number which is on the number 2 and under the number 4 is ....

(4) Complete inside the squre:

- The number which is just to the right of 5.

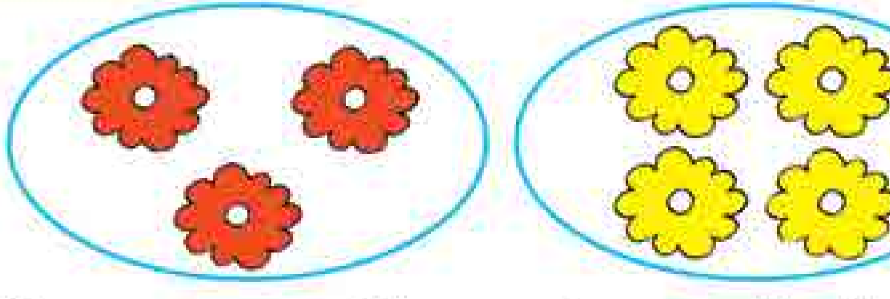
1	2	3		5		7


Unit 4
Addition and Subtraction
(up to number 9)

Lesson 1

Using the Adition Operation Symbol (+)

(1) Complete:



- There are .... red flowers and .... yellow flowers.
- The number of all flowers is: 3 + 4

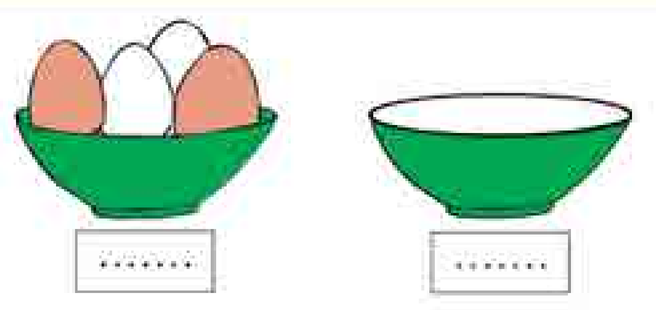
  and read as 3 plus 4.

(2) Complete:



- The number of the red candles = ...
- The number of the yellow candles = ...
- The number of all candles is: .... + ...

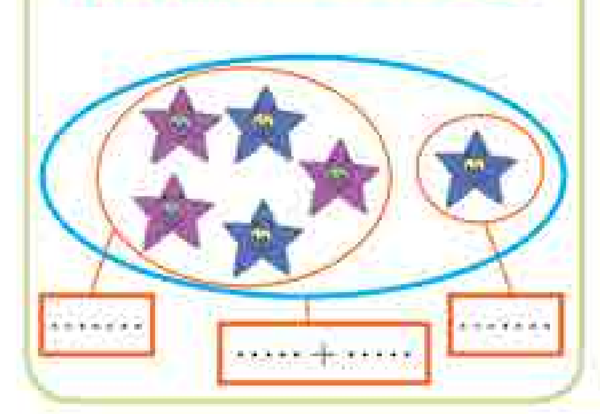
(3) Complete:



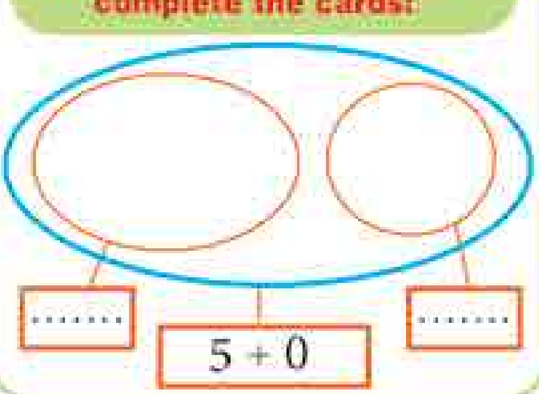
....

- The total number of the eggs is: .... + ...





(2) Draw circles and then complete the cards:



(3) Colour (4 + 5) squares:

(4) Find out, then complete:

Example:

🔴 🔴 🟡 🟡 🟡 2 + 3

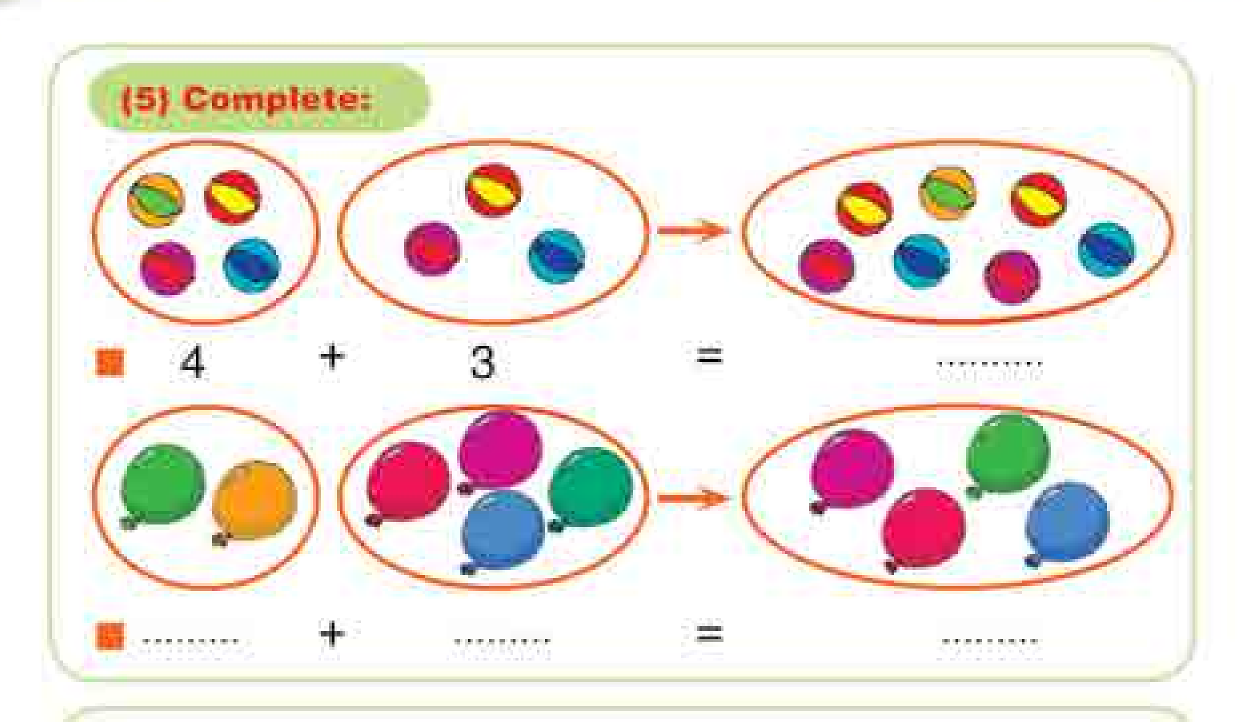
🔴 🟡 🟡 1 + ...

🔴 🔴 🔴 🟡 .... + ...

🔴 🔴 🔴 🔴 🔴 🟡 🟡 .... + ...

🔴 🟡 🟡 🟡 🟡 .... + ...

(5) Complete:



■ 4 + 3 = ...

■ .... + ... = ...

(6) Colour the sum that equals the circled number:

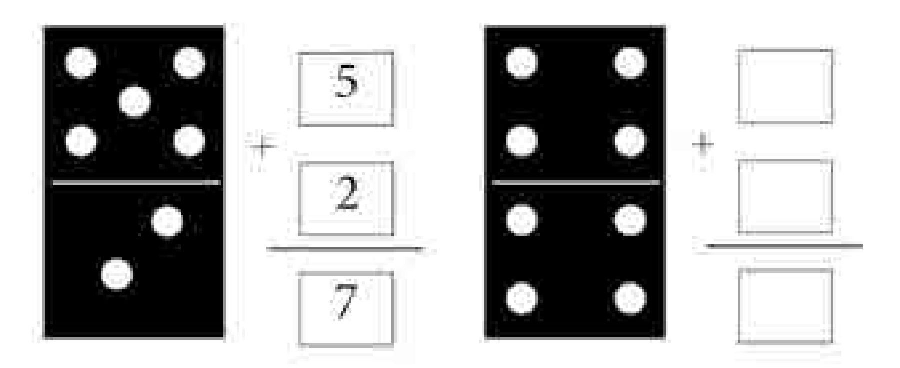
7	7 + 1	6 + 1	3 + 4	4 + 3	6 + 2
6	3 + 3	4 + 2	6 + 0	3 + 5	5 + 1
9	5 + 4	4 + 5	2 + 7	5 + 5	1 + 8

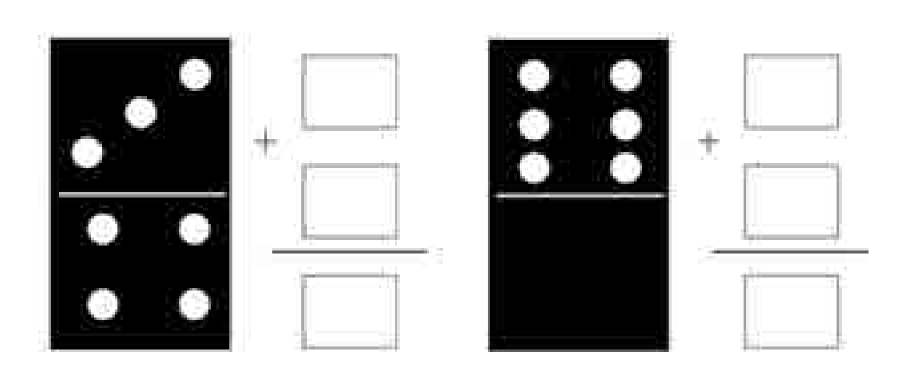
(7) :

$$\begin{array}{r} 9 \\ +\ 0 \\ \hline \ldots\ldots \end{array} \qquad \begin{array}{r} 6 \\ +\ 2 \\ \hline \ldots\ldots \end{array} \qquad \begin{array}{r} 5 \\ +\ 1 \\ \hline \ldots\ldots \end{array} \qquad \begin{array}{r} 4 \\ +\ 4 \\ \hline \ldots\ldots \end{array} \qquad \begin{array}{r} 4 \\ +\ 5 \\ \hline \ldots\ldots \end{array}$$

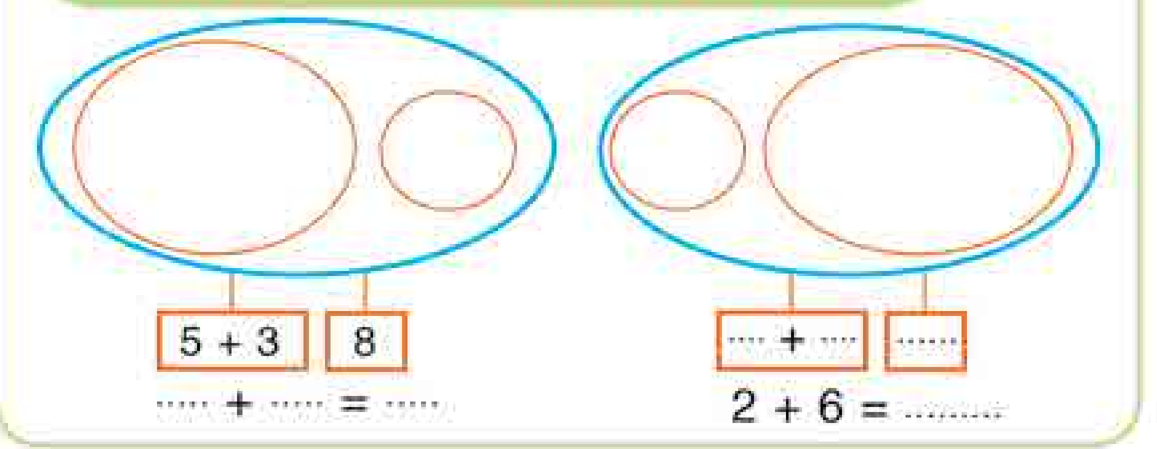
Exercises

(1) Notice the example and complete :





(2) Draw elements and complete the cards:



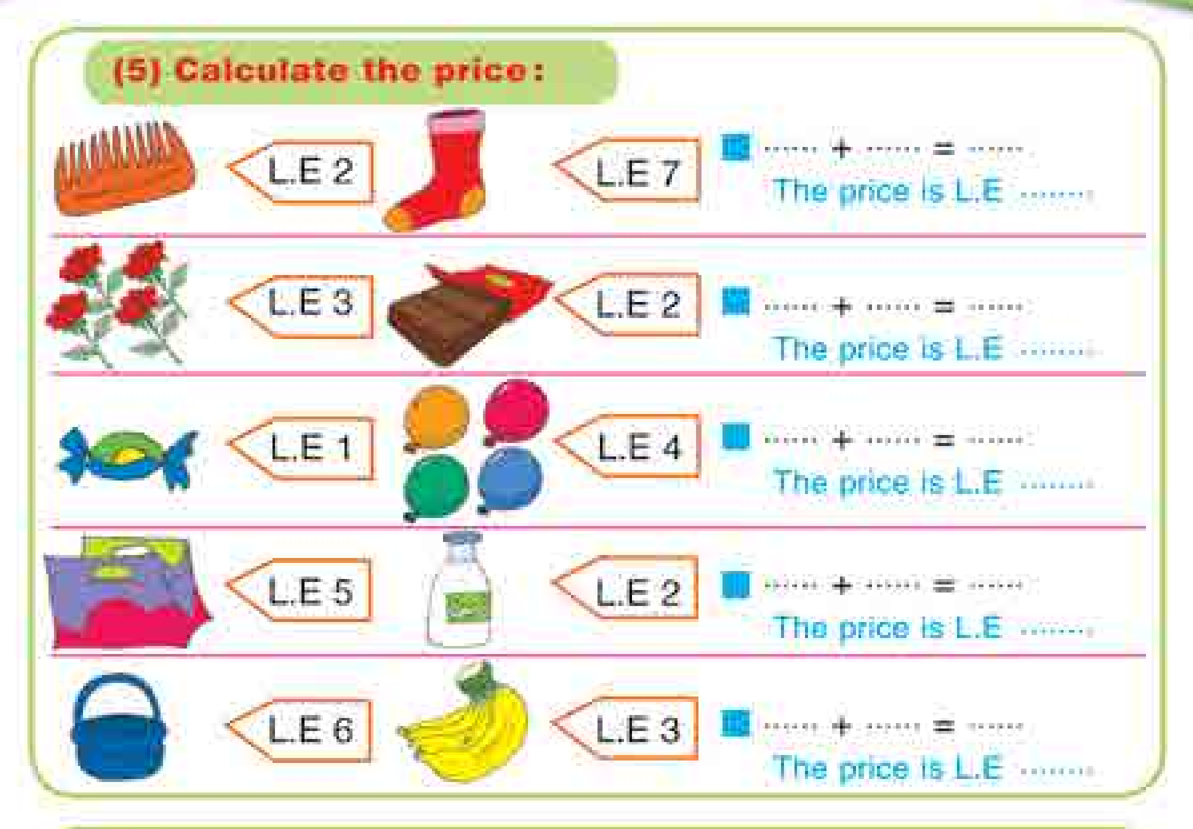
(3) Add:

- $5 + 4 =$ ....
- $2 + 6 =$ ....
- $2 + 0 =$ ....
- $3 + 3 =$ ....
- $7 + 1 =$ ....
- $0 + 0 =$ ....
- $5 + 3 =$ ....
- $4 + 4 =$ ....

- $\begin{array}{r} 5 \\ +\ 2 \\ \hline \ldots \end{array}$
- $\begin{array}{r} 2 \\ +\ 2 \\ \hline \ldots \end{array}$
- $\begin{array}{r} 3 \\ +\ 4 \\ \hline \ldots \end{array}$
- $\begin{array}{r} 7 \\ +\ 2 \\ \hline \ldots \end{array}$
- $\begin{array}{r} 1 \\ +\ 8 \\ \hline \ldots \end{array}$
- $\begin{array}{r} 9 \\ +\ 0 \\ \hline \ldots \end{array}$

(4) Complete with the suitable sign: (< , = , or >)

- $2 + 2$ ☐ 0
- $2 + 5$ ☐ 9
- $3 + 4$ ☐ 8
- $2 + 3$ ☐ $2 + 4$
- $5 + 7$ ☐ $5 + 6$
- $6 + 0$ ☐ $3 + 3$



(6) A group of friends consists of 3 children. Two other children joined them. What is the number of children in the new group?

The number of children in the new group =

[.........] + [.........] = [.........]

(7) Omar bought a box of crayons for L.E 5 and a colouring book for L.E 4. Omar paid L.E = ...

..... + ... = L.E .....

(8) Ahmed has 3 balloons and he bought another 3. Complete:

The number of balloons =

[.........] + [ ] = [.........]

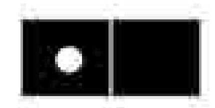
- Teacher reads the story problems and takes part in solving them.

Lesson 2

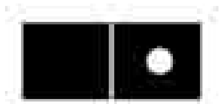
Families of the Numbers 1 - 9

Family of number 1

Complete:



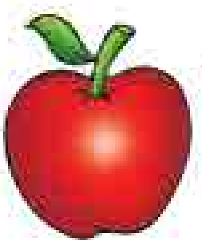
1 + 0 = ……



0 + 1 = ……

Family of number 2

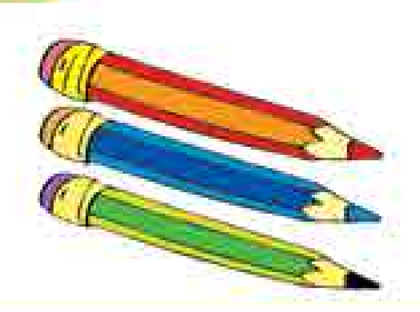
Complete:

2
0 + ……
1 + ……
2 + ……

Family of number 3

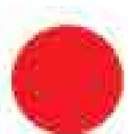
Complete:



3
0 + ……
1 + ……
2 + ……
3 + ……

Family of number 4

Complete:



4
0 + ……
1 + ……
2 + ……
3 + ……
4 + ……

Family of number 5



3 + 2

2 + 3

5

5 + 0

0 + 5



4 + 1

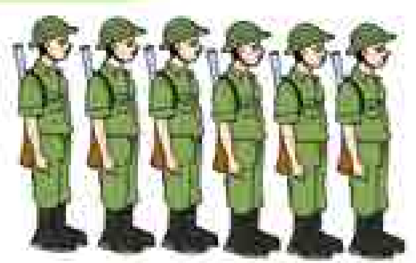
1 + 4

Complete:

- 5 = 0 + ...
- 5 = 1 + ...
- 5 = 2 + ...
- 5 = 3 + ...
- 5 = 4 + ...
- 5 = 5 + ...

5
0 + ...
1 + ...
2 + ...
3 + ...
4 + ...
5 + ...

Family of number 6



Look at the picture and complete:

- 6 = 0 + ...
- 6 = 1 + ...
- 6 = 2 + ...
- 6 = 3 + ...
- 6 = ... + 4
- 6 = ... + 5
- 6 = 6 + ...

6
0 + ...
1 + ...
2 + ...
3 + ...
4 + ...
5 + ...
6 + ...

Family of number 7

Look at the picture and complete:



There are 7 dogs in the picture.

You can write 1 + ... or 2 + ... or 3 + ... or 7 + ...

Complete:

- 7 = 1 + ... = 2 + ... = 3 + ... = 7 + ...
- 7 = 6 + ... = 5 + ... = 4 + ... = 0 + ...

Join each of the two numbers 6 and 7 by their family:

5 + 1

6 + 1   5 + 2

3 + 3   6   7   4 + 3

7 + 1

4 + 2   6 + 3

Family of number 8

Complete:

0 + ·····	← ● ● ● ● ● ● ● ● →	····· + 0
1 + ·····	← ● ● ● ● ● ● ● ● →	····· + 1
2 + ·····	← ● ● ● ● ● ● ● ● →	····· + 2
3 + ·····	← ● ● ● ● ● ● ● ● →	····· + 3
4 + ·····	← ● ● ● ● ● ● ● ● →	····· + 4

Complete:

- 8 = 0 + ······· = 1 + ······· = 2 + ······· = 3 + ······· = 4 + ·······
- 8 = 7 + ······· = 6 + ······· = 5 + ······· = 8 + ·······

Family of number 9

Complete:

- 9 = 0 + ·······
- 9 = 1 + ·······
- 9 = 2 + ·······
- 9 = 3 + ·······
- 9 = 4 + ·······
- 9 = 5 + ·······
- 9 = 6 + ·······
- 9 = 7 + ·······
- 9 = 8 + ·······
- 9 = 9 + ·······

9	
0 + ·····	5 + ·····
1 + ·····	6 + ·····
2 + ·····	7 + ·····
3 + ·····	8 + ·····
4 + ·····	9 + ·····

Join each of the two numbers 8 and 9 by its family:

	$4 + 5$	$3 + 5$	
$7 + 1$			$4 + 6$
$4 + 7$	**8**	**9**	$6 + 3$
$4 + 4$			$6 + 2$
	$7 + 2$	$7 + 1$	

Complete:

$4 + \dots\dots = 7$

$4 + \dots\dots > 7$

$3 + \dots\dots = 6$

$3 + \dots\dots < 6$

$\dots\dots + 2 = 9$

$\dots\dots + 2 < 9$

$5 + 2 > 5 + \dots\dots$

$2 + 7 = 3 + \dots\dots$

$\dots\dots + \dots\dots = 2$

$\dots\dots + \dots\dots > 2$

$3 + \dots\dots < 1 + 4$

$5 + \dots\dots = 4 + 3$

$\dots\dots + 1 > 2 + 5$

$8 + 1 = \dots\dots + 3$

Lesson 3

Using the Subtraction Operation Symbol (–)

(1) Fatema bought 5 balloons, 2 of them flew away.



Complete:

- The number of the balloons is ....
- The number of the balloons that flew away is ....

Notice that:

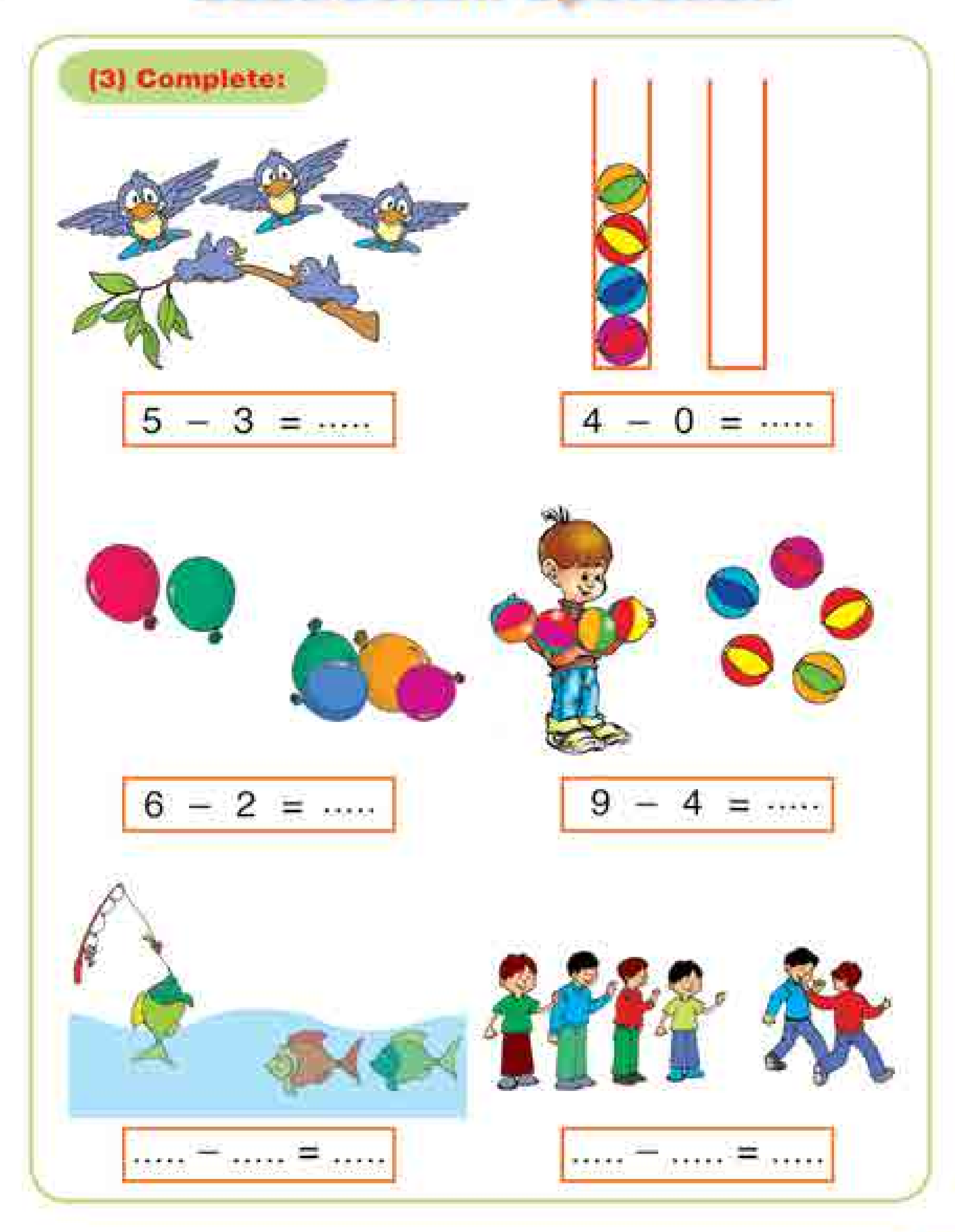
- The number of the remaining balloons = 5 – 2
  and it is read as 5 minus 2

(2) Complete:

- The number of all bottles is ....
- The number of the bottles that fell is ....
- The number of the remaining bottles = ... – ....

Subtraction Operation

(3) Complete:



(4) Complete:

- 8 − 3 = ...
- 9 − 5 = ...
- 7 − 4 = ...
- 3 − 0 = ...

4	1	6	5
− 2	− 0	− 4	− 4
....	....	....	....

(5) Join the equal results:

9 − 3	8 − 2	5 − 3	7 − 5	6 − 3

2	0	3	6

(6) Find the result and put the suitable sign : (<, =, or >)

a) 6 − 3 ☐ 3 b) 8 − 5 ☐ 4

c) 9 − 3 ☐ 5 d) 7 + 2 ☐ 9 − 0

e) 6 + 0 ☐ 5 − 2 f) 8 − 2 ☐ 6 + 1

(7) What is the amount you will pay?

Items	Discount	Paid amount
L.E 8	L.E 2	8 − 2 = L.E ....
L.E 5	L.E 3	.... − 3 = L.E ....
L.E 6		.... − 3 = L.E ....
L.E 1	none	L.E ....

(8) Choose the suitable symbol (+) or (−) for the arithmetic operation to be correct:

3	☐	2	=	5	7	☐	1	=	6
5	☐	4	=	9	7	=	5	☐	2
4	=	5	☐	1	0	=	1	☐	1

(9) Complete:

7 − .... = 3
8 − .... = 1
.... − 1 = 5

2 + ... > 4
9 − 5 > ....
5 + ... < 7

(10) Choose the suitable symbol (+ , – or =) in order to get a correct arithmetic operation:

5 ☐ 4 ☐ 9

8 ☐ 7 ☐ 1

5 ☐ 4 ☐ 1

3 ☐ 2 ☐ 1

3 ☐ 3 ☐ 0

3 ☐ 5 ☐ 2

7 ☐ 1 ☐ 6

6 ☐ 3 ☐ 3

9 ☐ 0 ☐ 9

(11) A group of friends consists of 5 children, two of them leave. How many children does remain?

The number of the remaining children = ... _ ...... = ... children

(12) Hanaa has 8 balls. She lost 3 of them. How many balls does remain with her?

The number of the remaining balls = ... _ ...... = ... balls

(13) Khaled has 9 balloons. Four of them flew away. How many balloons does Khaled have now?

The number of balloons Khaled has now = ... _ ...... = ... balloons

(14) Youssef has 7 marbles. 5 of them fall into a hole. How many marbles were left with Youssef?

The number of the remaining marbles = ... _ ...... = ... marbles

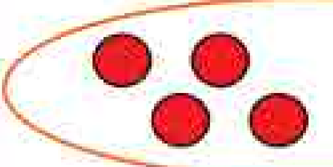
- Teacher reads and explains the story problems.

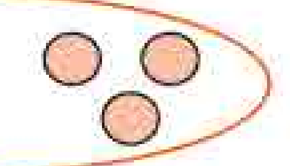
Lesson 4

The Relation Between Addition and Subtraction

(1) Notice and complete:

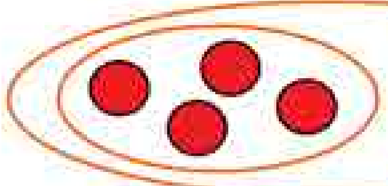
a) We had 4 balls and added another 3 to them.

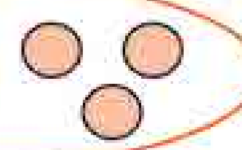




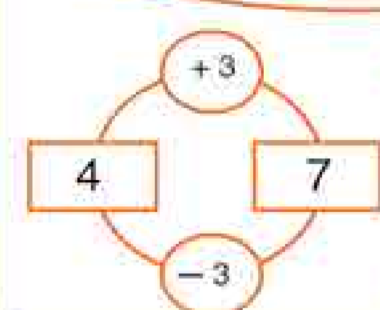
$4 + 3 = \cdots\cdots$

b) We had 7 balls and we took away 3.



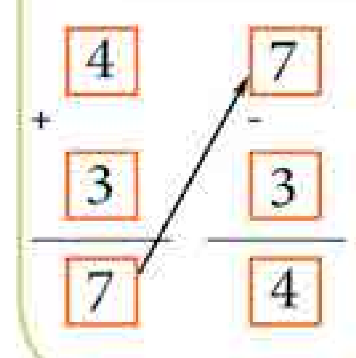


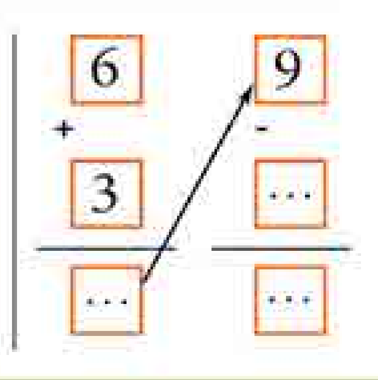
$7 - 3 = \cdots\cdots$

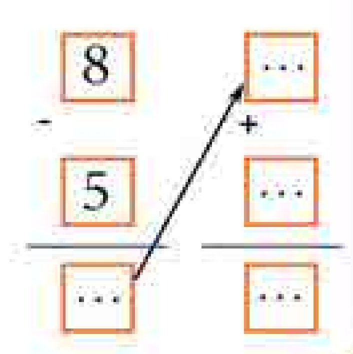


Notice: The opposite figure shows the 2 last cases in one figure. We notice that subtraction is the inverse of addition.

(2) Complete as in the example :







(3) Complete:

+ 1

7	8
3	......
5	......
......	1

1 −

+ 5

4	......
1	......
......	7
......	8

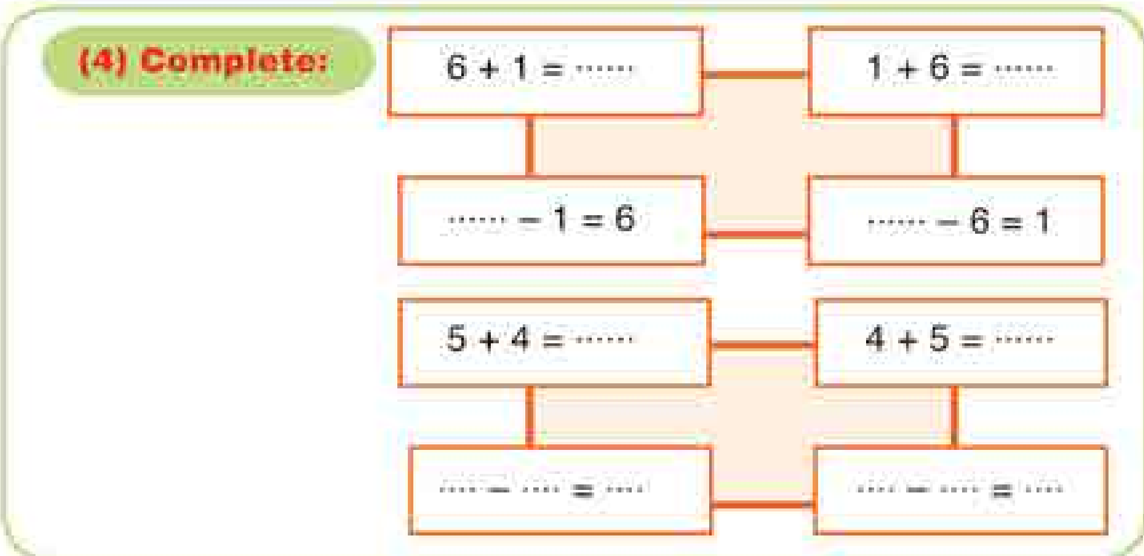
...... −

+ 4

1	0	......	5
5	......	7	......

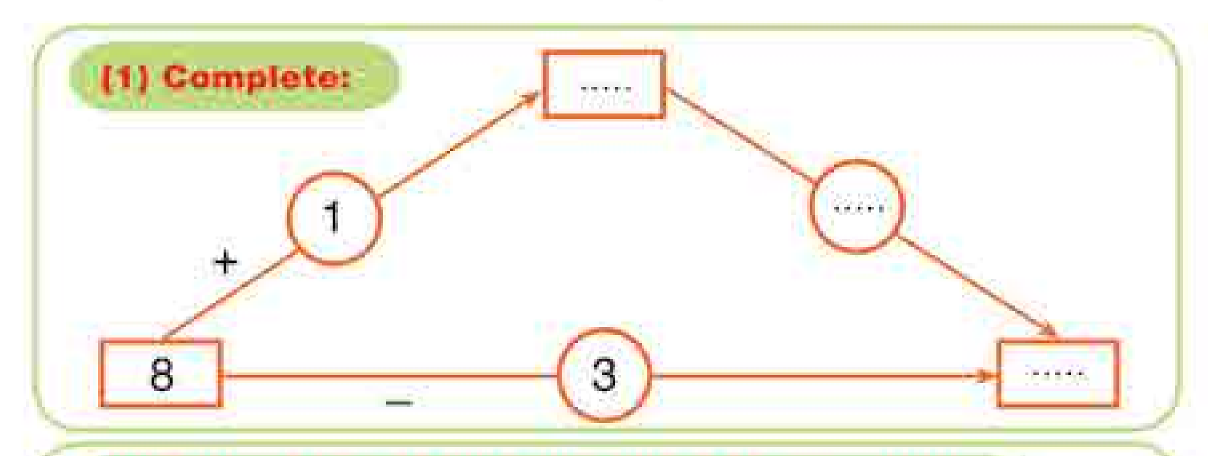
...... −

(4) Complete:

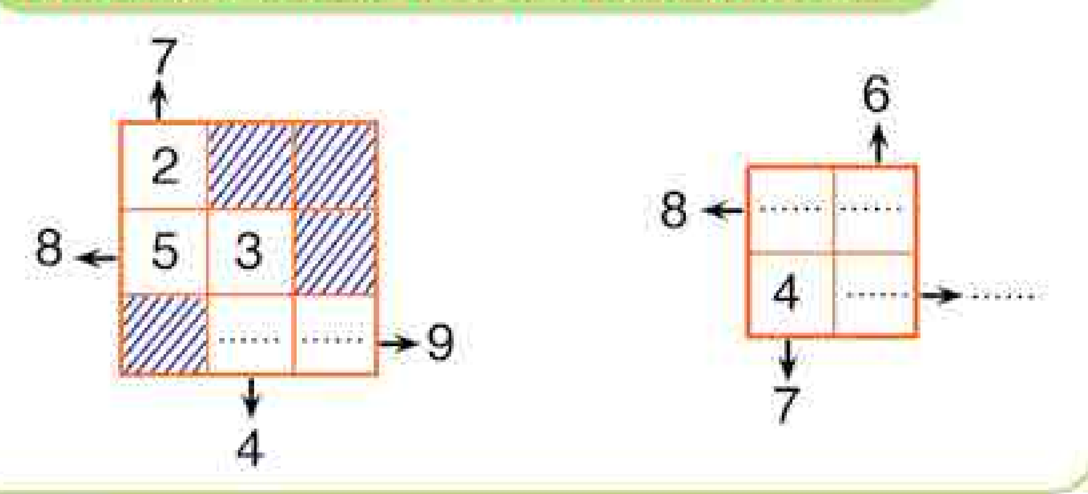


Activities
Unit 4

(1) Complete:



(2) Notice and deduce the rule, then complete:



(3)

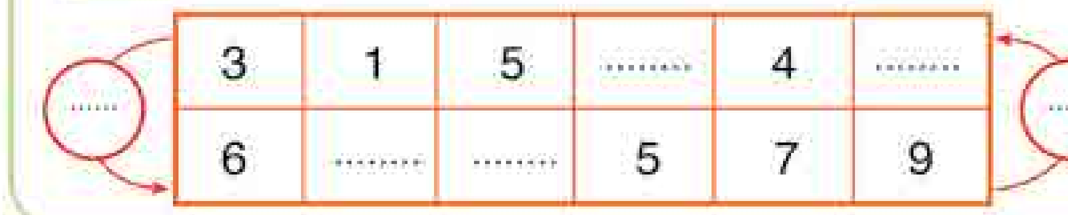
a) Write two consecutive numbers whose sum is 7 ....,
....

b) Choose 2 of the following five digits: 7 , 3 , 1 , 9 , 4 so that their sum is as small as possible .... , ...

c) Choose 2 of the following five digits: 6 , 2 , 3 , 5 , 8 so that the difference between them is as great as possible
.... , ...



(4) Find out the pattern, then complete:



3	1	5	....	4	....
6	....	....	5	7	9

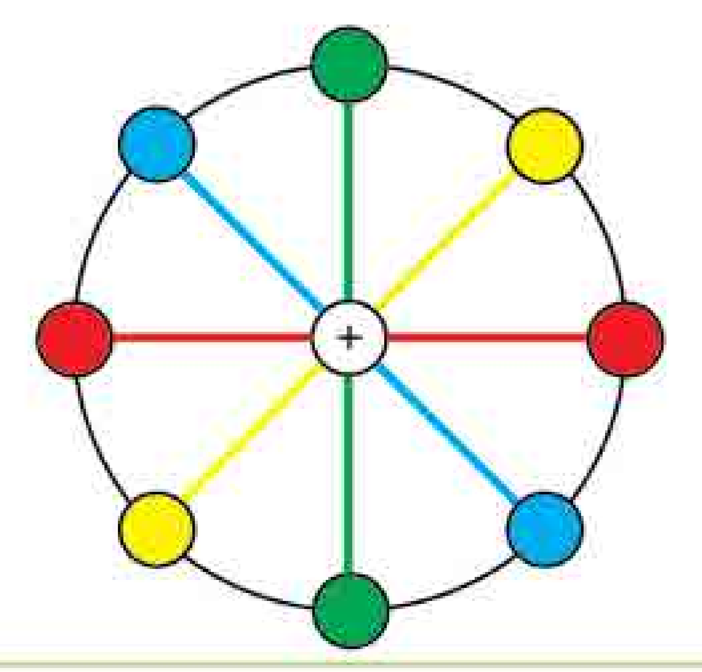
(5) Find out the pattern and complete:

a) 2 , 4, 6 , ...

b) ○ , ○△ , ○△△ , ... , ...

c) 9 , 7 , 5 , ... , ...

(6) Write the numbers from 1 to 8 so that the sum of each 2 circles with the same colour equals 9:



Exercises
Unit 4

(1) Complete:

5 + 4 = ……… 6 + 3 = ……… ……… + 4 = 7

9 − 9 = ……… 5 = …… + 2 5 − ……… = 3

8 − ……… = 4 ……… − 3 = 3

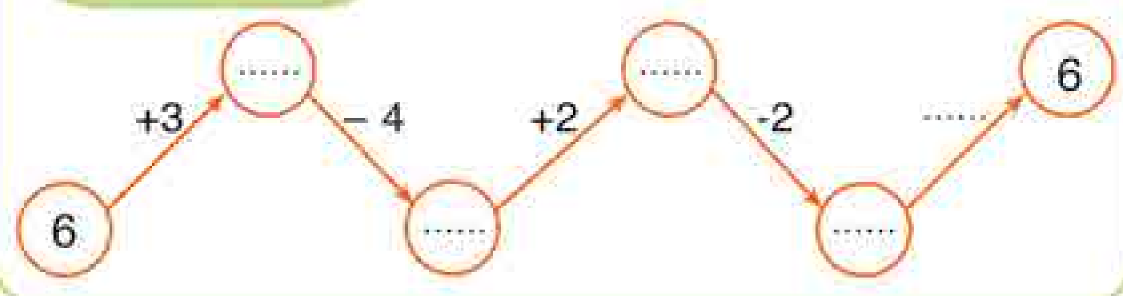
$$\begin{array}{r} 2 \\ +\ 7 \\ \hline \dots\dots \end{array} \qquad \begin{array}{r} 4 \\ +\ 4 \\ \hline \dots\dots \end{array} \qquad \begin{array}{r} 6 \\ -\ 1 \\ \hline \dots\dots \end{array} \qquad \begin{array}{r} 9 \\ -\ 8 \\ \hline \dots\dots \end{array}$$

7 + 2 = 3 + ……… 5 + ……… = 8 - 2

……… − 4 < 4 9 − 2 = 6 + ………

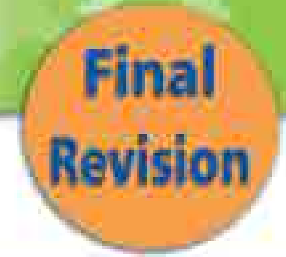
2 + 5 = ……… + 3 3 + ……… > 7

(2) Complete:



(3) Kareem bought a magazine for L.E. 4 and a pen for L.E. 3. Complete:
What Kareem paid = …….. + …….. = L.E. ………

(4) The class football team included of 7 players. On a training day one of them was absent. Complete:
The number of present players = ….. - ….. = ….. players



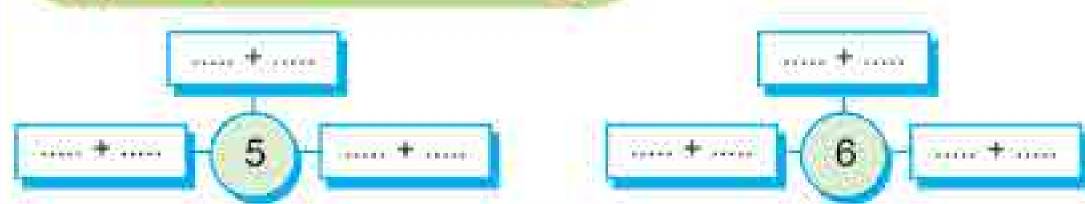
(1) Complete the following:

1. The number of letters in the word (Ahmed) = ...
2. The number of days in a week = ...
3. The number of fingers in one hand = ...
4. 2 > .... , 3 < .... , 5 = ... + ...
5. 5 > .... , 1 < ....
6. The number of members in your family = ...
7. The number of wings for the pigeon = ...
8. The number of legs for a cat = ...
9. The number of pyramids of Giza = ...

(2) Complete in the same pattern:

1. 1 , 2 , 3 , ... , ... , ...
2. 2 , 4 , 6 , ...
3. 1 , 3 , ... , 7 , ...
4. 8 , 6 , ... , 2 , ...
5. 9 , 7 , 5 , ... , ...
6. 1 , 2 , 1 , 2 , ... , ...
7. △ , ◯ , △ , ... , ...
8. ☼ , ☼☼ , ☼ , ... , ...

(3) Complete the following:



(4) Complete using the correct sign < , = , or > :

3 5		2+2 3		6+1 ...... 1+6			
2 1		5+1 ...... 5+2		8 9			
6 2		3 ...... 2+1		1 1			
3 1		7 8		3+2 3-1			
7-2 ...... 3+2		9-1 8		4+0 ...... 2+2			

(5) Find the result of the following:

$$\begin{array}{r} 1 \\ +\ 2 \\ \hline \dots \end{array} \quad \begin{array}{r} 3 \\ +\ 0 \\ \hline \dots \end{array} \quad \begin{array}{r} 5 \\ +\ 4 \\ \hline \dots \end{array} \quad \begin{array}{r} 6 \\ +\ 2 \\ \hline \dots \end{array} \quad \begin{array}{r} 8 \\ +\ 1 \\ \hline \dots \end{array}$$

$$\begin{array}{r} 3 \\ +\ 5 \\ \hline \dots \end{array} \quad \begin{array}{r} 4 \\ +\ 4 \\ \hline \dots \end{array} \quad \begin{array}{r} 6 \\ -\ 6 \\ \hline \dots \end{array} \quad \begin{array}{r} 4 \\ -\ 1 \\ \hline \dots \end{array} \quad \begin{array}{r} 2 \\ -\ 1 \\ \hline \dots \end{array}$$

4 + 2 = ...   3 + 3 = ...   2 + 1 = ...

5 + 1 = ...   6 – 3 = ...   8 – 0 = ...

(6) Arrange the following numbers in descending order:

(a) 8 , 3 , 5 , 1 , 6

Order : .... , ... , ... , ... , ...

(b) 2 , 6 , 4 , 1 , 9

Order : .... , ... , ... , ... , ...

(c) 7 , 5 , 4 , 3 , 6

Order : .... , ... , ... , ... , ...

(7) Arrange the following numbers in ascending order:

(a) 2 , 7 , 4 , 3 , 6 The order is ...... , ... , ... , ... , ...

(b) 3 , 1 , 9 , 0 , 6 The order is ...... , ... , ... , ... , ...

(c) 5 , 2 , 7 , 6 , 9 , 3 The order is ..... , ... , ... , ... , ... , ...

Thenanswer: The first number is ....

The fourth number is ....

(8) Circle the largest number:

(a) 3 , 7 , 4 , 6

(b) 5 , 2 , 9 , 4

(9) Circle the smallest number:

(a) 3 , 7 , 4 , 6

(b) 5 , 2 , 9 , 4

(10) Choose the correct answer from the given ones:

No.	Question	Choices
1.	9 - .... = 6	[3 , 4 , 1]
2.	2 is greater than	[2 , 1 , 5]
3.	The number of letters in the word «Mohamed»	[5 , 6 , 7]
4.	1 , 3 , 5 , ...	[6 , 7 , 5]
5.	3 + 3 = 5 + ...	[1 , 3 , 2]
6.	9 - 5 = 5 -	[2 , 4 , 1]
7.	1 + ... = 8	[6 , 7 , 9]
8.	The number of fingers in one hand = ...	[4 , 5 , 6]
9.	3 ...... 5 = 8	[+ , − , <]
10.	Two consecutive numbers their sum =7	[3+4 , 2+7 , 2+5]
11.	9 - 4 = ...	[5 , 7 , 9]
12.	9 7	[< , > , =]
13.	The digit that represents the number nine is	[6 , 2 , 9]
14.	6 + 1 = 1 + ...	[7 , 6 , 2]
15.	2 , 4 , 6 , ...	[9 , 7 , 8]
16.	4 − ...... = 3	[1 , 3 , 0]
17.	1 , 4 , ...	[6 , 7 , 5]
18.	8 − 8 = ...	[1 , 0 , 2]
19.	8 − ...... = 3	[1 , 4 , 5]
20.	Number 3 is greater than	[2 , 4 , 8]
21.	2 < 3 < 4 <	[1 , 4 , 5]

(11) Put (✓) for the correct answer and (✗) for the incorrect answer :

1. 3 + 5 = 5 + 3 ( )
2. 4 > 5 ( )
3. The number of fingers in one hand =6 fingers ( )
4. The man has 3 feet ( )
5. 7 - 5 = 3 ( )
6. The number of colours in the traffic sign = 3 ( )
7. The number of days in one week = 6 days ( )
8. 8 = 4 + 4 ( )
9. The number of pyramids in Giza = 4 pyramids ( )
10. 5 is greater than 7 and 4 ( )
11. 9 > 8 ( )
12. The board is in front of the students ( )
13. My brother has 3 eyes ( )

(12) Find :

(1) Omar bought colours box for 5 pounds and a drawing sketch for 4 pounds. Find the number of pounds he paid?

What Omar paid = ... + ...

= .... pounds

(2) Ahmed has 3 pounds, he bought a pen for 2 pounds. What is the rest of money with him?

The rest = ... - ....

= .... pound

(3) A cage has 6 birds, 4 of them flew away from it. How many birds still in the cage?

Number of the remaining birds = ... - ....

= .... birds

(4) Your father gave you 5 pounds and you spent 3 pounds from them, what is the rest with you?

The rest = ... - ....

= .... pounds

(5) Your father gave you 5 pounds and your uncle gave you 3 pounds. How many pounds with you?

What you have = ... + ... = ... pounds

(6) Samy has 3 balloons and Samira has 4 balloons . How many balloons are with them?

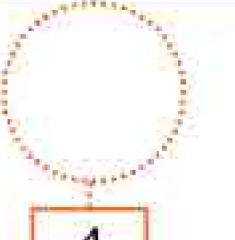
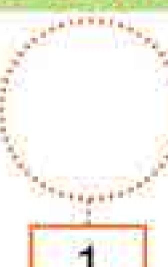
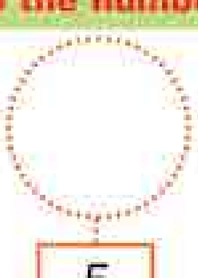
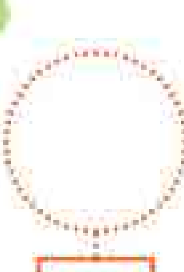
Number of balloons = ... + ...

= .... balloons



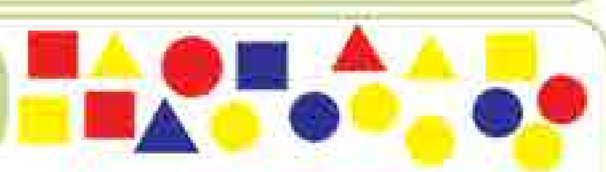
Exercise 1

(1) Draw shapes according to the number:

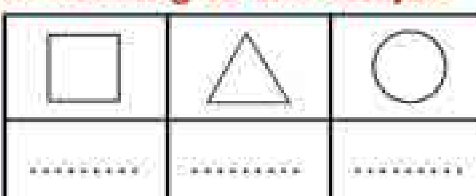





4	1	5	3

(2) Count and complete the two tables:



According to the shape:



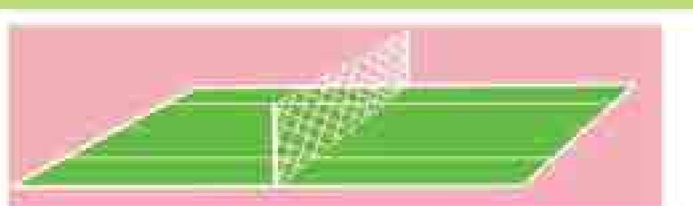
□	△	○
....	....	....

According to the colour:



Yellow	Red	Blue
....	....	....

(3) Draw 2 yellow balls inside the tennis court and 3 red balls outside it:



(4) Arrange the dolloing numbers in a scending order:

The numbers in ascending order are: 0 , 1, 4 , 9 , 6

.... , ... , ..., ..., ...

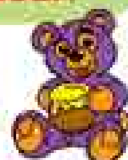
(5) Complete by using the suitable sign < , = , or > :

a) 3 + 4 ☐ 7   b) 9 - 0 ☐ 4

c) 3 + 5 ☐ 9   d) 5 - 3 ☐ 2

Exercise 2

(1) Circle the objects of the same colour:

(2) Write the number under each set:

....

(3) Complete:

2	1
4	3
6	5

- The number 2 lies .... the number 4.
- The number 6 lies under the number ....
- The number 2 is to the ..... of the number 1.
- The number 3 is to the ..... of the number 4.

(4) Arrange the following numbers in descending order:

2, 4, 6, 9, 7

The numbers in descending order are:

.........., ..., ..., ..., ...

(5) Find the result:

a) 6 + 3 = ...

b) 9 − 2 = ...

c) 4 − 4 = ...

d) 8 − 5 = ...

e) 3 - 1 = ...

f) 2 + 4 = ...

Exercise 3

(1) Circle the set of bananas, then write the number of bananas:



Number of bananas: ....

(2) Write the symbols of the following numbers:

nine	four	three	eight	Zero
....	....	....	....	....

(3) Complete:

- Who is standing behind Tahia? ....
- Who is standing in front of Eman? ....
- Who is standing in front of Fayza? ....
- Who is standing between Fayza and Tahia? ....



(4) Find the result:

a) $7 + 2 =$ ....

b) $2 - 0 =$ ....

c) $9 - 3 =$ ....

d) $4 + 2 =$ ....

e) $6 + 1 =$ ....

f) $5 + 0 =$ ....

(5) Complete according to the pattern:

a) 1 , 3 , 5 , ...

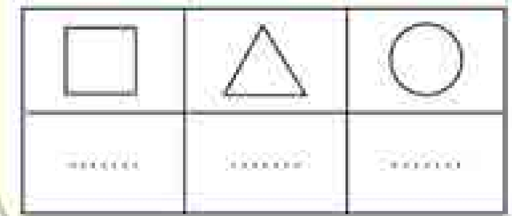
b) 8 , 6 , ... , 2

c) 9 , ... , ... , 6 , 5 , ...

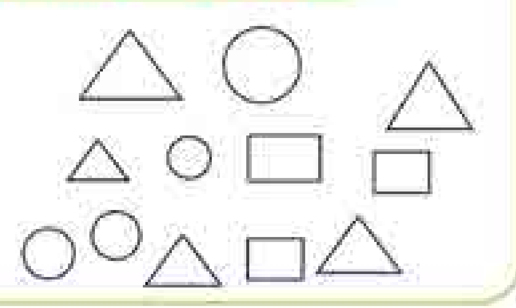
Exercise 4

(1) Colour the similar shapes in the same colour:

Then count according to the shape:



□	△	○
....	....	....



(2) Write the letters used in the following sentence (without repetition), then count the letters you wrote:

I love mom and dad.

....

(3) Complete:

1	2	3	4	5

- The number .... lies to the right of the number 3.
- The number 2 is to the .... of the number 3.
- The number 2 between the number .... and the number ....

(4) Arrange the following numbers in descending order:

1 , 4 , 3 , 2 , 8

The numbers in descending order are:

.........., ..., ..., ..., ...

(5) Complete by using (<, =, or >):

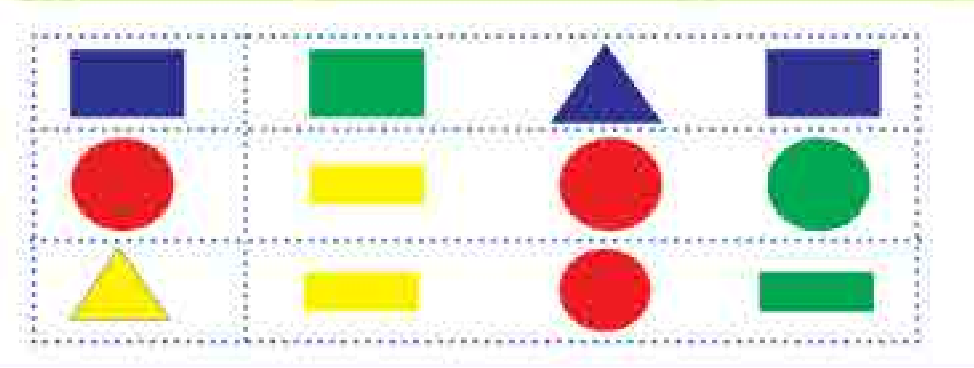
a) 8 - 3 ☐ 6 b) 3 + 2 ☐ 4

c) 6 + 2 ☐ 8 d) 9 - 1 ☐ 9

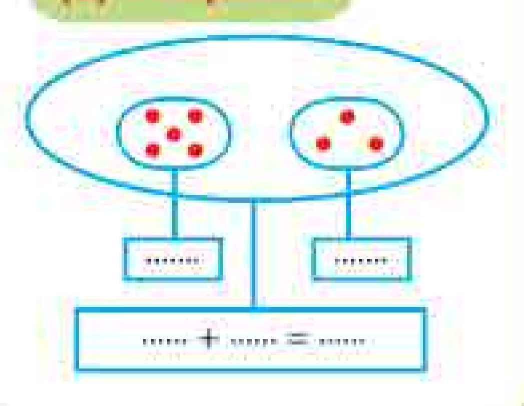
e) 3 + 3 ☐ 6 - 0



(1) Circle the figure of the same shape and colour:



(2) Complete:



(3) Complete in order:

2	3		
		5	
	5		
			8

(4) Complete:

a)
```
   8
-  1
------
.........
```

b) 1 + 4 = ...

c) 5 − ...... = 3

d) 7 + ... = 9

(5) Complete with suitable numbers:

a) 7 < ......

b) 9 > ......

c) ...... < 6

d) 3 < ......

e) 0 < ....

المواصفات الفنية:

مقاس الكتاب:	$\frac{1}{8}$ (٥٧ × ٨٢) سم
طبع المتن:	٤ ألوان
طبع الغلاف:	٤ ألوان
ورق المتن:	٨٠ جم أبيض
ورق الغلاف:	٢٠٠ جم كوشيه
عدد الصفحات بالغلاف:	١٠٤ صفحة

رقم الإيداع: 2007/5110

جميع حقوق الطبع محفوظة لوزارة التربية والتعليم

دار مكة المكرمة للطباعة والنشر